DOCUMENT RESUME

ED 461 075 CG 031 507

AUTHOR	Penney, Sophie W.; Rose, Barbara B.
TITLE	Dollars for Dreams: Student Affairs Staff as Fundraisers.
INSTITUTION	National Association of Student Personnel Administrators, Inc.
ISBN	ISBN-0-931654-28-9
PUB DATE	2001-00-00
NOTE	163p.
AVAILABLE FROM	National Association of Student Personnel Administrators, 1875 Connecticut Ave., NW, Suite 418, Washington, DC 20009-5728. Tel: 202-265-7500; Fax: 202-797-1157; Web site: http://www.naspa.org.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Educational Finance; Elementary Secondary Education; Endowment Funds; Financial Support; *Fund Raising; Institutional Advancement; *Role; *School Funds; Student Personnel Services; *Student Personnel Workers

ABSTRACT

This publication provides an educational tool for student affairs professionals involved in fundraising. It is designed to be easily accessible and understood by those with little experience with fundraising, and it will also serve as a useful resource for student affairs professionals who have partnered with fundraisers to, or who themselves have, raised dollars for dreams. It includes the following chapters: (1) "The Right Person"; (2) "The Student Affairs Development Function: Making the Case for the Focused Effort"; (3) "Types of Fundraising"; (4) "Markets and Partners for Student Affairs"; (5) "The Power of Corporate and Foundation Giving" (6) "Prospect Research and Identification"; (7) "Cultivation"; (8) "Solicitation"; (9) "Stewardship"; and (10) "The Ethics of Development." True experiences in fundraising are given throughout the book. (Contains 14 appendixes.) (JDM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 461 075

Dollars for Dreams

Student Affairs Staff as Fundraisers

by Sophie W. Penney, PhD
and Barbara B. Rose

BEST COPY AVAILABLE

NASPA
Student Affairs Administrators in Higher Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
K. KRUGER
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2B

CG031507

Dollars for Dreams

Student Affairs Staff as Fundraisers

by Sophie W. Penney, PhD
and Barbara B. Rose

NASPA
Student Affairs Administrators
in Higher Education

Student Affairs Development Function: Makin
Fundraising and Student Affairs Markets • Id
Corporate and Foundation Fundraising • Stew
Advice from Staff Who Have Done It • Tools
Committee Tasks • Student Affairs Developme
Effort • Types of Fundraising and Student Aff
Soliciting Prospects • Corporate and Foundati
Development • Professional Advice from Staff
Job Descriptions, Committee Tasks • Student
a Focused Effort • Types of Fundraising and S
Cultivating, and Soliciting Prospects • Corpor
Ethics of Development • Professional Advice fr
Trade: Forms, Job Descriptions, Committee Ta
Making the Case for a Focused Effort • Types
Affairs Markets • Identifying, Cultivating, an
Foundation Fundraising • Stewardship • Ethic
Staff Who Have Done It • Tools of the Trade
Student Affairs Development Function: Makin
Fundraising and Student Affairs Markets • Id
Corporate and Foundation Fundraising • Stew
Advice from Staff Who Have Done It • Tools
Committee Tasks • Student Affairs Developme
Effort • Types of Fundraising and Student Aff
Soliciting Prospects • Corporate and Foundati
Development • Professional Advice from Staff
Job Descriptions, Committee Tasks • Student
for a Focused Effort • Types of Fund • Types o
Identifying, Cultivating, and Soliciting Prosp
Stewardship • Ethics of Development • Profess
Tools of the Trade: Forms, Job Descriptions, C
Function: Making the Case for a Focused Effo
Markets • Identifying, Cultivating, and Solici
Fundraising • Stewardship • Ethics of Develop
Have Done It • Tools of the Trade: Forms, Jo

Dollars for Dreams: Student Affairs Staff as Fundraisers. Copyright © 2001 by the National Association of Student Personnel Administrators, Inc. (NASPA). Printed and bound in the United States of America. All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means without written permission from the publisher. First edition.

NASPA does not discriminate on the basis of race; color; national origin; religion; sex; age; affectional or sexual orientation; or disability in any of its policies, programs, and services.

ISBN: 0-931654-28-9

DEDICATION

The National Association of Student Personnel Administrators, in its continual quest to serve its members and break new ground in supporting both student affairs staff and the students who benefit from their efforts, dedicates this book to all who have made a commitment to improve the quality of life on campuses everywhere. To our spouses, Craig and Dick, from whom we borrowed the time and received the support to write this book.

TABLE OF CONTENTS

Foreword .ix

All About the Authors .xi

Acknowledgments .xiii

Student Affairs Mission Excerpts .xv

A Message from John Koldus .xvii

Introduction .xxi

Chapter 1: The Right Person .1
- A Fundraising Fable .1
- Portrait of a Development Officer .2
- Portrait of a Student Affairs Officer .2
- Skills and Characteristics Possessed by Successful Fundraisers .3
- My True Story .6
- Chapter Exercise .7

Chapter 2: The Student Affairs Development Function: Making the Case for the Focused Effort .9
- A Fundraising Fable .9
- Selling the Plan on Campus .10
- Identification .10
- Cultivation .12
- Solicitation .14

Stewardship .15
The Office .16
Case Statement .18
Thoughts for the Person Who Is the Leader of a Student Affairs Division .21
My True Story .25
Chapter Exercise .26

Chapter 3: Types of Fundraising .27
A Fundraising Fable .27
Development or fundraising? .27
Types of Fundraising .28
Where does all the money go? .29
Summary .30
My True Story .32
Chapter Exercise .34

Chapter 4: Markets and Partners for Student Affairs .37
A Fundraising Fable .37
Close Campus Markets .39
Other Markets .41
Market Return .42
My True Story .45
Chapter Exercise .46

Chapter 5: The Power of Corporate and Foundation Giving .49
A Fundraising Fable .49
The Power of Corporate and Foundation Giving .50
Corporate and Foundation Funding Opportunities .51
Types of Foundations .52
Questions to Consider .52
Cultivating a Relationship .54
Proposal Writing .55
Stewardship .56
My True Story .57
Chapter Exercise .58

Chapter 6: Prospect Research and Identification .59
A Fundraising Fable .59
Identification: An Art and a Science .59
Research .61
Researchers—An Integral Part of the Fundraising Team .63
A Word of Caution .63
Summary .63
My True Story .64
Chapter Exercise .65

Chapter 7: Cultivation .67
A Fundraising Fable .67
The Development *Is* .69
Tips on Building Prospect Profiles for Cultivation .71
Tips for Effective and Efficient Cultivation .74
A Proven Cultivation Program .75
Alumni Visiting Professor Program .76
My True Story .79
Chapter Exercise .81

Chapter 8: Solicitation .85
A Fundraising Fable .85
Asking for the Gift .85
Continuing the Development *Is* .86
The Fundraiser's Mantra .86
Tips to Prepare for a Successful Solicitation .88
Tips for Making a Successful Solicitation Call .89
My True Story .92
Chapter Exercise .93

Chapter 9: Stewardship .95
A Fundraising Fable .95
The Importance of After the Solicitation .95
Keeping the Donor's Attention .96
My True Story .99
Chapter Exercise .100

Chapter 10: The Ethics of Development **101**
A Fundraising Fable 101
Shared Ethical Traits 101
My True Story 105
Chapter Exercise 107

Appendixes:

Appendix A: Student Affairs Case Statement for Exampie College 111
Appendix B: Example of a Brief Proposal for Support 115
Appendix C: Example of a Confidential Summary for Major Gifts Prospects 117
Appendix D: Example of a Brief Proposal for Support 119
Appendix E: Sample Pledge Agreement 121
Appendix F: Fundraising Steps to Success 123
Appendix G: Student Life Volunteer Development Council, Mission and Objectives 125
Appendix H: Constituency Model 127
Appendix I: Sources of Corporate Support 129
Appendix J: Prospect/Donor Contact Report 131
Appendix K: Action Plan for Cultivation and Solicitation 133
Appendix L: Useful Tools for Cultivation Tracking 135
Appendix M: Job Description 137
Appendix N: Helpful Resources 139

Glossary **145**

References **151**

FOREWORD

Following conversations with student affairs professionals who attended two NASPA symposia focused on fundraising in student affairs, it became apparent that professionals seeking to raise funds for student affairs divisions would benefit from a book that focused on their needs. This book, conceptualized as a handbook, is designed to be easily accessible and understood by those with little experience with fundraising, and it will also serve as a useful resource for student affairs professionals who have partnered with fundraisers to, or who themselves have, raised dollars for dreams.

The time is right for this publication because the student affairs profession is changing with the times. Student affairs professionals are increasingly becoming involved in capital campaigns and other fundraising activities. As student affairs staffs take part in fundraising activity, they move into the vanguard of an arena that is becoming increasingly central to colleges and universities. Involvement in fundraising will, in turn, increase the visibility and viability of student affairs internally, with key figures such as members of the Board of Trustees, and externally, with alumni, parents, and friends of colleges and universities.

Because student affairs professionals are inclusive in their thinking, and their work touches many aspects of the institution, they can provide significant resources to fundraisers as well. On a day-to-day basis student affairs professionals can assist with the cultivation and stewardship of prospective and current donors. On a broader level, student affairs can bring deeper meaning to development, because the motives for fundraising are based on advocacy for student learning and success.

As demands on limited institutional resources increase, both commitment and capability are necessary in fundraising. NASPA views this publication as a portal to those twin requirements of successful fundraising. As with NASPA's professional development series and other publications, this book is another resource to assist educators in building the ever-expanding mosaic of skills needed to effectively contribute to the mission of higher education.

NASPA thanks the authors, Sophie Penney and Barbara Rose, for offering this readable and unpretentious work that addresses fundraising for student affairs from a new perspective. Rather than questioning why there never seem to be enough resources to expand or initiate programs, the authors tell student affairs professionals how to orient themselves to acquire the skills needed to partner with fundraising professionals in pursuit of much needed funding. They dare us to dream about the possibilities that can be realized for student affairs by raising dollars for not just dreams, but to fund a new and more exciting reality.

Gwen Dungy, Executive Director
National Association of Student Personnel Administrators

ALL ABOUT THE AUTHORS

Barbara B. Rose

Barbara B. Rose is president of New Generation Partnerships, Inc., a philanthropic management consulting firm, and a partner in Rosefield Productions, which are both located in Atlanta, Georgia.

Her career has included being a senior consulting associate for Grenzebach Glier & Associates and eleven years on Georgia Institute of Technology's development staff in several capacities from director of the Olympic Legacy Program and director of student advancement to executive director of development. She established the first advancement/development program in student services in that institution and raised over $3,000,000 in the initial two years of operation. This included a $1,000,000 naming gift for the performing arts theater and a $100,000 gift for helping to train staff.

Rose has been on the faculty of several NASPA workshops focused on fundraising for student affairs staff, which is where the idea for this book was conceived. In addition, she has presented development/fundraising training workshops at colleges and universities.

Ms. Rose has also been vice president of Scottish Rite Children's Medical Center in Atlanta and director of college relations at Keystone College in Pennsylvania. In 1981, she was selected by the American Council on Education for their National Identification Program and in 1983 was the recipient of the Association for Fund Raising Officers, Inc. Distinguished Service Award. Rose is accredited and certified by the National Association of Hospital Development.

Barbara, a graduate of the University of Scranton (PA), is a founder of the Voluntary Action Center of Northeastern Pennsylvania and for more than 25 years has been active in community service including the Fulton County Juvenile Court, Woodruff Arts Center, Rotary International, Center for International Business Education and Research, Junior League, and Leadership America; and she serves as the coordinator of the National Advisory Panel of The Women's Museum: An Institute for the Future in Dallas, Texas. She attended the United Nations Women's Conference in Beijing and served on the Atlanta Committee for Hillary Clinton's UN Women's Conference One Year Later.

Barbara B. Rose
4787 Riverview Road, Atlanta GA
Tel: 770-952-1604
Website: www.NGP-INC.com
E-mail: ngpinc5@aol.com

Sophie W. Penney, Ph.D.

Sophie W. Penney is a native of Pittsburgh, PA, and alumna of Indiana University of Pennsylvania and Bowling Green State University. Sophie began her higher education career in student services, holding positions in residential life and housing, student activities, and judicial affairs. Prior to enrolling in the Higher Education Ph.D. Program at Bowling Green, Sophie served for seven years as the associate dean of students at the College of Wooster and previously worked at the Washington Center, Elon College and the Pennsylvania State University-Beaver Campus.

Sophie is a past-president of the Ohio Association of Student Personnel Administrators. She is the author or co-author of several journal articles, including *Changing Legal Aspects of Sexual Assault and Harassment: Implications for Practice,* which appeared in Initiatives (1996, vol. 57, no. 3, pp. 47–51). She also chaired the Task Force on the National Baseline Study on Campus Sexual Assault for the Association for Student Judicial Affairs.

Sophie joined the University Relations staff at Bucknell University in 1997. After serving as a major gifts officer, Sophie was promoted to the position of director of corporate and foundation relations in the fall of 1999. Sophie had previously served as the director of corporate and foundation relations at Hanover College, where she co-led a team that garnered $2 million in funding from the Lilly Endowment to support a five-year program to increase the retention rate. Sophie is married to Craig P. Penney, head cross country and women's track coach at Susquehanna University.

Sophie W. Penney, Ph.D.

726 Terrace Drive, Lewisburg, PA 17837
Tel: (570) 522-9119

Director of Corporate and Foundation Relations
Bucknell University, Lewisburg, PA 17837
Tel: (570) 577-3262
E-mail: penney@bucknell.edu

ACKNOWLEDGMENTS

First, thanks to Cheryl Callahan, associate vice chancellor for student affairs at the University of North Carolina at Greensboro, for inviting us to serve as faculty members for the NASPA symposia on fundraising for student affairs. Without Cherry, we would not have met with student affairs professionals who shared an interest in fundraising, or had the opportunity to share with them information about fundraising and the ways in which it can benefit their programs.

We particularly thank Gwen Dungy, executive director of NASPA, for her willingness to support the creation of this publication and for her thoughtful comments about various iterations. Special thanks goes as well to NASPA's Board of Directors for approving the publication of this book.

NASPA thanks Lex O. McMillan III, vice president for college relations at Gettysburg College, for his keen eye and advice regarding this work. The authors also thank George Haborak, senior vice president for student affairs at the College of Charleston, and Linda Moore, director of development for student affairs at the University of North Carolina at Wilmington, for the time and talent that they contributed to reviewing various drafts of the text.

Thanks to Shelby McClintock, director of prospect research and development, Bucknell University, for her assistance with the prospect research section of Chapter 6. Our appreciation goes as well to the 25 student affairs professionals who contributed stories and quotes that have greatly enriched the text. We also thank Bill Kibler, Deborah Veady, and others for submitting sample documents that are included in the appendices or helped us develop other examples targeted to the needs of student affairs staff.

STUDENT AFFAIRS MISSION EXCERPTS

These excerpts are selected from the various student affairs mission statements presented during the 1998 NASPA workshop on Fundraising for Student Affairs. They are *not* revolutionary thoughts. They are *not* ideas that have not been discussed many times on your own campus. They *are* commitments to the responsibilities you accepted when you chose a career in a specialized area of higher education. They *are* the foundation for the topic of this book, *Dollars for Dreams: Student Affairs Staff as Fundraisers.*

> ... As student affairs educators, we are committed to the academic achievements of all students.
>
> ... Our programs and services are based upon supporting the development of the whole person.
>
> ... Student affairs will be innovative with program offerings that enhance academics.
>
> ... We will be sensitive to the diverse needs of the individual student and to the student body as a whole.

A MESSAGE FROM JOHN KOLDUS

John Koldus, vice president of student affairs of Texas A&M University, was one of the early student affairs administrators who saw the value in focused development. He jumped right in and announced, "Doing our own fundraising is the way to deliver the services we want for our students." Twenty-five years later, he retired from Texas A&M University and was still convinced that everyone can win if they have a vision and make the effort to have that vision become a reality.

The Competitor Who Always Wants to Win

John Koldus
Vice President of Student Affairs, retired
Texas A&M University

I'm a competitor. I was, am, and will always be a competitor. Winning is very important to me. Be it checkers, ping-pong, cards, sports, or administering a student affairs program—I want to win.

I grew up in Gary, Indiana. My favorite sports teams, though, were not from the Midwest; they were the New York Yankees in baseball and the Boston Celtics in basketball. Both teams were in a class unto themselves. They both had the three elements that allow groups, organizations, or teams to be successful and to win: (1) an outstanding organization; (2) talented players who were treated well; and (3) an abundance of financial resources.

As a youngster, I learned early on that winning in anything was not by chance. To be successful, everyone in an organization must be willing to work hard, continue to learn and improve upon one's own skills, and coordinate those skills with other members of the group or team.

When I became a chief student affairs officer at East Texas State University (ETSU) in 1967, I was very aware of what I had to do for us to be successful. We put together an excellent organization, brought in some talented, hard-working staff members, and hit upon the president and vice president for business affairs for the financial resources.

Together we took the ETSU student affairs program to a higher level. Along with our hard-working, enthusiastic staff, we had a receptive administrative ear, and funding was provided to construct needed facilities and to develop new, creative programs. The sources of funds were student activity fees, student building use fees, and other administrative funds. No development funds were available for student affairs.

We did not have a development officer at ETSU, and fundraising was a function of the Alumni Office. Such was not the case at Texas A&M University when I joined their staff in 1973 as the chief student affairs officer. There was a position of vice president for development and a small staff with offices located in the library.

The uniqueness of our student affairs program at ETSU was to personalize it for each student on campus. We thought it was important that each student should have at a minimum one staff member he or she could call upon for help and support. The challenge at Texas A&M University was that we had twice as many students (18,000) than we had at ETSU. The funds needed to support such a program were not available through the normal administrative channels.

I began to look to the vice president for development, the executive director of the Association of Former Students, and the president of the Federation of Texas A&M University Mothers' Clubs for advice, support, and supplemental funding. We were most successful in bringing additional revenue our way to help support our ever-growing student body and the new programs being created.

As chance would have it, the vice president for development hired our student legal advisor as the associate vice president for development. That staff member, to our good fortune, then served as our liaison with the Development Office and potential donors.

Because of the significant contributions that donors made to our student affairs program, we began to think about hiring our own development officer. We finally took that step in 1989. It was a joint hiring in that the Development Office paid for the salary and student affairs provided an office, secretarial support, and covered administrative costs.

In time the funds raised through our development officer began to increase exponentially, and the development officer helped create more programs for students. After I retired in 1993, a second staff member was employed in the Student Affairs Development Office. Funding has continued to escalate each year.

In retrospect, I can say with all candor and sincerity that I would not have been nearly as successful had it not been for an excellent organization, talented, concerned, hard-working staff members, promising students, and abundant resources we received from our development efforts. When I retired, we were serving over 43,000 students, and yet we had continued to keep a small-town, personal atmosphere. We were successful in doing so because we had a team that made it work.

There are many criteria that can be used to evaluate the success of a student affairs program on a college campus. Most are recorded in numbers and services available. Some can be more personal.

As I approached my retirement date, I was visited by representatives of the Student Government. These were students I knew as well as my own family, but they really surprised me by telling me that they wanted to name the Student Services Building after me! I was touched by this honor and decided perhaps this was the biggest "win" of my career.

INTRODUCTION

Seeking Dollars for Dreams: The Potential for Raising Significant Gifts

You only need to open your daily mail to be reminded that there is a plethora of worthy causes for which fundraisers seek support. According to the Independent Sector, there are 654,000 501 (c)(3) organizations in the United States, 140,000 social welfare organizations, and 341,000 religious organizations, for a grand total of 1.14 million organizations to which one might direct a charitable contribution (http://www.independentsector.org/Nonprofit Information Center/nonprofit_size_and_scope.htm).

Given the exceptionally large number of organizations to which one might direct a contribution, and the multitude of causes that they represent, is it possible that your student affairs division might be able to raise dollars to fund your dream programs? One reason that you might answer "yes" is the expected intergenerational transfer of wealth anticipated to take place over the next 50 or so years. An October 21, 1999 article from *Academe Today* noted that researchers from Boston University (http://chronicle.com/daily/99/10/99101106n.htm):

> ...estimate that $41 trillion to $136 trillion will pass between generations by 2052 and that of that amount, $6 trillion to $25 trillion will be given to charity.

Compelling evidence of this wealth transfer appeared in short order in another *Chronicle of Higher Education,* online article on October 29, 1999. The article shared news of a bequest of $50.5 million that would pass to the Georgia Institute of Technology from the estate of Lee Edwards Chandler, "the widow of C. Howard Chandler, Jr., the grandson of Coca-Cola's founder" (http:///chronicle.com/daily/99/10/99102906n.htm). The gift was directed to support Tech's football program.

Gifts of exceptional size are not limited to those given after the death of a donor. On October 11, 1999 news of a $100 million gift to "help Cornell University improve housing and better link students' intellectual and social lives" was released (*The Chronicle of Higher Education,* Today's News, http://chronicle.com/daily/99/10/99101106n.htm). This gift speaks most directly to the work of student affairs practitioners in that the funds might support an "overhaul of the West Campus" and funding for "seminars in dormitories or academic discussions in dining halls."

The past decade was ripe with opportunity to raise significant funding for all causes, including education. In 1999, $190.16 *billion* was donated to a variety of 501 (c)(3) organizations. Education received the second largest share of donations, 14.4 percent, which translated into $27.46 billion! (Kaplan, 1999; AAFRC Trust for Philanthropy, http://www.aafrc.org/NEWS.HTM [American Association of Fundraising]). Giving by individuals continues to represent the lion's share of contributions made (just over 75 %), but foundations contributed nearly $20 billion in 1999, and corporations gave away just over $11 billion (AAFRC Trust for Philanthropy, http://www.aafrc.org/NEWS.HTM).

Keeping in mind the gift to Georgia Tech's football program, student affairs fundraisers, while seeking current gifts, would do well to cultivate and solicit from donors deferred gifts that will benefit their divisions far into the future.

It is a natural outgrowth of practicioners' work that they should seek support for their endeavors. This is not the time to be timid or leave the job to someone else. This is the time to be ready with both the questions and the answers. Be ready to respond with surety to the others' doubts.

Fundraising for Student Affairs?

Woodward and Destinon (Barr, Desler, & Associates, 2000) described the funding context in which higher education is operating very well when they stated that:

> Enrollments and costs have risen rapidly during the past two decades, but public support has not kept pace. This is the new reality for the foreseeable future. (p. 328)

Schuh (Barr, Desler, & Associates, 2000) described what this means for student affairs by stating,

> ...fiscal policy, constraints, and conditions have a profound effect on programs, services, learning opportunities, and activities developed by and offered in the student affairs division. (p. 73)

Given the grim fiscal picture, it should come as no surprise that 85% of the respondents to a 1997 NASPA survey on fundraising for student affairs answered that they were already involved in seeking and securing their own resources to support exiting endeavors or create new programs.

Fundraising for student affairs is more than a "phase," as evidenced by the inclusion of a chapter about fundraising for student affairs in the second edition of *The Handbook of Student Affairs Administration* (Barr, Desler, & Associates, 2000). In the *Handbook,* Michael Johnson provides a concise review of student affairs fundraising, including how to set the stage for success, principles of student affairs fundraising, thoughts about programs that will likely attract support, and use of divisional resources to support fundraising. This chapter is a must read for the student affairs professional interested in fundraising; and as you will see in the next section, many student affairs practitioners are interested in raising dollars for dreams.

NASPA Survey on Fundraising for Student Affairs

John Koldus was a pioneer in systematic, successful student affairs fundraising. Of course his was not the only institutional program that helped a division often forgotten by full-time campus development officers. He made the effort to bring together the needs and dreams of his staff and students with prospects and donors who could help turn those visions into reality.

In 1997 NASPA conducted a limited survey of 150 members to compile preliminary data about student affairs fundraising history and current operations in the United States. They received 72 responses, which was an impressive 48% return. The following are the results of the survey:

- 85% are involved in fundraising on their campus
- 74% are seriously considering, or are in the process of establishing, a fundraising function in or for their student affairs division
- 30% have a full-time fundraiser already assigned to division
    - 55% report to student affairs
    - 32% report to development
    - 13% report jointly to student affairs and development
- 83% work collaboratively with other units to raise funds; the following are their markets:
    - 84% parents
    - 22% past parents
    - 40% corporations (sponsorships, gifts)
    - 42% events, functions, programs
    - 78% grants writing
    - 34% targeted student campaigns
    - 88% targeted alumni groups for special needs
    - 51% past student leaders special campaigns
- 73% alumni for special needs
- 92% are involved with or planning for their institution's capital campaign

Summary

With so many student affairs professionals involved in fundraising, the time seemed right to provide an educational tool for those interested in fundraising for student affairs. In this book, we explain the fundraising process and terms so that when you visit with fundraisers you can "talk the talk." We also offer references regarding workshops, organizations, and websites that offer a wealth of information about the fundraising process for those who need to further educate themselves about fundraising in order to partner with fundraisers or to actively seek programmatic resources. Finally, to inspire you, we included stories from your colleagues who have successfully sought dollars for dreams and funded aspects of their student affairs programs.

Like working with students, fundraising is a process that requires time and patience and is part art and part science. But anyone who is familiar with fundraising will tell you that the primary reason that people do not give is because they have not been asked. We encourage you to learn more about the fundraising process, to partner with the fundraisers at your institution, and to ask your prospects to provide dollars for your dreams. Best wishes for every success with your endeavors!

CHAPTER

1

THE RIGHT PERSON

A FUNDRAISING FABLE

Once upon a time, in a strange little country named Oz, Dorothy grew up, graduated from Lyons College, and decided on a career. Because she had been so happy at Lyons and believed she had always been treated like a very special person (not just student #0000), she applied for an opening in student affairs. It was absolutely the right career for her.

After several years, she met John Tinmann, an interesting colleague who was a development officer at the college. They spent many hours over meals talking about their jobs and why they had sought out the positions they held. They found they had much in common. Often one would say, "Yes, that's exactly the way I see it."

Then one day, Dorothy was telling John about the students who had been in her office that morning asking about how to initiate a new lecture series named "Politics as a Career." They had just gone when a very young freshman knocked at the door and said, "Could you help us get sponsors to do a benefit for AIDS victims?" John was amazed. He realized that as a development officer, he did not have much opportunity to get to know students well. He spent his time doing his job away from campus

Dorothy looked down at her bright, red shoes and suddenly had an idea: "Let's ask our vice presidents if you can be a 'Student Affairs Intern for a Day.'"

The request was granted. John Tinmann followed Dorothy and other student affairs staff to student government meetings, in and out of residence halls, to the Wellness Center, and behind the scenes in the bookstore. He must have been greeted with a smile or a few words by at least 100 students. At the end of the day, John thanked Dorothy for the opportunity to follow her around like a whirling tornado.

"This has been fun but it's also given me some new stories to tell about our great students. I can assure you that the alumni will like knowing that the kids of today are truly preparing to be the leaders of tomorrow."

⁂

Portrait of a Development Officer	Portrait of a Student Affairs Officer
Self-motivated, confident, dedicated, interested in students, creative, hard-working, well-trained in the field, team member, able to work alone, energetic, understanding of staff and donor needs, inspiration to others, tolerant of conflicting ideals, honest, willing to try new ways, leader, good listener, follower, accountable, facilitator, friend, risk taker, excellent speaker, effective writer, passionate, considerate, enjoys social events, planner, ethical, fun	Self-motivated, confident, dedicated, interested in students, creative, hard-working, well-trained in the field, team member, able to work alone, energetic, understanding of staff and student needs, inspiration to others, tolerant of conflicting ideals, honest, willing to try new ways, leader, good listener, follower, planner, facilitator, friend,risk taker, excellent speaker, effective writer, accountable, passionate, considerate, enjoys social events, ethical, fun

The similarities between the portraits of a development and student affairs officer are striking. Successful fundraisers and student affairs staff share numerous fundamental skills and characteristics. Knowing that you already share many of the same traits as fundraisers will, hopefully, provide you with a sense of confidence as you begin your fundraising endeavors.

In addition to sharing specific skills and characteristics, student affairs staff and fundraisers are both dedicated to ensuring that students grow and develop into competent, compassionate citizens. Student affairs staff members have an advantage when making the fundraising case because of their close contact with and understanding of students. Who better to communicate about the impact that construction of a new residence hall or campus center will have on students than the director of the campus center, director of housing, or vice president of student affairs?

> "If we believe that student affairs provides the opportunity for students to expand their knowledge beyond the classroom, we must be willing to seek private support that will enrich their experiences."
>
> *Judith Bowen, Vice President for Development*
> *Broward Community College, Ft. Lauderdale, Florida*
>
> Broward Community College

Skills and Characteristics Possessed by Successful Fundraisers

Although a commitment to and understanding of the ways in which higher education can impact students' lives are essential, a fundraiser needs an additional arsenal of attitudes, characteristics, and skills in order to obtain dollars for dreams. Each of the following skills and characteristics is important to possess, yet the interplay of these skills and characteristics is equally important to successful fundraising; therefore, they are not listed in a particular order.

Desire to Succeed

Steele and Elder (1992), in their book on fundraising for librarians, cited as essential "the desire to succeed" (p. 11). Fundraisers are not raising dollars for pipe dreams, but real programs. The successful fundraiser will not be deterred from seeing those programs become a reality. Raising dollars for dreams requires planning and follow through to identify, involve, and then solicit a prospect. The desire to succeed spurs motivation to complete the process, even when the dream seems as far off as Shangri La.

Communication Skills

Although web-based fundraising is a growing force, major gifts (five figures or more) still result from personal interactions between a fundraiser and a prospect. Phone calls, letters, written proposals, and personal visits are all part of the cultivation process. Thus, it is essential that fundraisers possess excellent verbal and written communication skills. And do not forget to let your creativity and charisma shine through by communicating in unique and exciting ways.

A special note about listening is appropriately made here. In *The Artful Journey: Cultivating and Soliciting the Major Gift* (1997), Sturtevant dedicated a full chapter to a skill possessed by student affairs practitioners—active listening. When he asked his colleagues to identify the top 10 skills or characteristics of an effective fundraiser, active listening was second only to integrity (p. 141). Since student affairs staff are professional listeners, understanding the differences and similarities in listening to a prospect and to a student is important. A review of Sturtevant's chapter on being an active listener (in fact, the full text) is highly recommended.

Partnering Skills

Novice fundraisers may mistakenly believe that fundraising primarily involves evoking in a donor positive emotions regarding an institution or program—as if people will give if only they have a strong enough love for alma mater, students, or a program. Stirring wonderful memories of a prospect's collegiate experience or bolstering their pride in their child's university are often necessary aspects of the cultivation process.

However, touching an emotional cord is only one step in the process of developing what Sturtevant (1997) described as a partnership with your prospects that will lead to success in fundraising:

- the giving relationship must be built on a foundation of mutual trust and agreement
- you enter into the partnership because you choose to or are not able to do something on your own
- there is a commitment on the part of each to meeting the needs of the other person
- there is a commitment to generate a result that is bigger than the individuals themselves
- partnerships have a future (p. 163)

Fundraising is a give-and-take partnership that results in an "exchange" (Mixler, 1993) between the partners. The institution receives a gift, the donor receives recognition, gratification, and a feeling of being a part of a dynamic organization.

Willingness to Make the Ask

It is a well known maxim in the fundraising profession that success is a result of "the right person, making the right ask, of the right person, at the right time." Although this oft-quoted phrase points out the need to have all of the "right" elements in place before making a solicitation, a fundraiser must, at some point in the process, ask a prospect to make a gift.

Furthermore, a fundraiser must be willing to ask for a gift that the giver is capable of giving and that will be of benefit to the institution. So if you need a new student union and an alumna or friend of your university has a net worth that makes her capable of making a $5 million gift to name the facility, you need to be prepared to make the ask.

When asked why they do not give, most donors exclaim "because nobody asked!" Therefore, ask with confidence, because your prospects expect you to ask. Ask with enthusiasm, as your prospects will be more likely to respond with a resounding "YES!" (or at least a polite "no").

Perseverance and Persistence

Sturtevant (1997) included persistence and "tolerance for delayed gratification" among his list of 15 characteristics that successful fundraisers need to possess (pp. 165–166). Talk with development staff at your institution and ask them about the ratio of gifts solicited versus gifts given, both in terms of the number solicitations made and the dollar amount. You may be surprised to find a ratio of one gift for every three solicitations or even one out of four, with equally informative information about the size of the request and the size of the gift given.

Remember the adage, "when the going gets tough, the tough get going?" Steele and Elder (1992) said it best with "everyone involved in fundraising gets turned down frequently" (p. 11). Fundraisers who focus their efforts on capable prospects, and who appropriately cultivate and solicit those prospects, will eventually succeed . . . and will do so more and more often!

My True Story

The Guilt Trip

Arthur Sandeen
Former Vice President,
Student Affairs
University of Florida
Gainesville, Florida

My initial exploration into student affairs development was a huge guilt trip! After spending 37 years in this field doing the same things day and night before ever doing any fundraising, it was difficult to spend hours visiting with people or a day away from campus getting to know a prospect and not feel as though I was "goofing off." I was not prepared for how much fun cultivating and soliciting donors could be.

Even before we had actually gone out and begun to get our alumni involved, we had spent untold hours reviewing lists of potential prospects and strategizing how to get their attention and their support. We were just sitting around talking about nice people! Was this really work? During this time, the most gratifying experience that helped to soothe my growing guilt, was that the people we approached to help us make things happen were thrilled to be asked. I had heard that would be true, but I had to see it to believe it.

"Thanks for asking me. Of course, I want to help you and what you are doing for the students. You did a lot for me when I was at Florida." That sentiment was repeated from most of the alumni we recruited. At that point, my guilt began to decrease and the deeper meaning of development took its place. This effort was a win–win situation. We would get help to do a better job and our alumni would be given the opportunity to be a part of making new and good things happen.

Chapter Exercise

Remember going on "informational interviews"? You visited with professionals to gain a better understanding of a career field in which you had an interest. You also gathered information about the types of characteristics possessed by professionals in the field, the work environment, and the challenges and opportunities available to those who committed themselves to this type of work.

Objective:

This exercise involves performing an informational interview with a fundraiser at your institution. Although you may not be seeking to become a full-time fundraiser, understanding the fundraising process, the characteristics possessed by successful fundraisers, and the challenges and opportunities inherent in fundraising, will better prepare you to partner with fundraisers, or to actively engage in fundraising for your division.

Instructions:

The following are recommended questions to ask (feel free to add your own):

1. What is your philosophy of fundraising?
2. What goals has our institution set for fundraising?
3. How are the institution's fundraising goals operationalized? What implications do they have for the day-to-day lives of fundraisers?
4. Would you share with me your greatest fundraising success story?
5. Would you tell me about the most difficult experience you have had as a fundraiser?
6. What characteristics do you believe successful fundraisers must possess?
7. What are the greatest challenges in raising funds for our university or college?
8. What are the greatest untapped opportunities for fundraising at our college or university?
9. What advice would you give to someone interested in taking part in the fundraising process at our college or university?

CHAPTER

2

THE STUDENT AFFAIRS DEVELOPMENT FUNCTION: MAKING THE CASE FOR THE FOCUSED EFFORT

A FUNDRAISING FABLE

Nita Moore Monee (pronounced Needa More Money) has been in student affairs at Justin Tyme College for five years as director of student programs. With her limited budget, she has been able to continue most projects that she inherited when she was hired but has a file full of innovative, exciting, and more timely projects that she reviews every year. It is a frustrating exercise because she has never had enough funds to implement any of them. Her vice president has said, "We cannot drop the programs we have. Maybe next year."

While Nita attended a NASPA conference, she was impressed when one of her colleagues from Allryte University was talking about several new initiatives they had begun in student affairs. She asked, "How do you do it? Last year you mentioned several new projects too." She received a quick response, "Now that we are doing our own department fundraising, we are able to do many things that used to wait. It is the only way to expand programs and serve our students better."

Nita made herself a promise to research and develop a plan how this could be done at Justin Tyme College. She would take her new programs to the next NASPA conference. But she knew she had to start with a written plan that would be compelling, get her colleagues to support the direction, and enlist others on campus to endorse this new focus.

* * *

As we all can understand, there is *fundraising* and then there is *fundraising/development.* When considering this field, as in any chosen career, it is important to not only find the most effective way to do the job but also the most efficient way. Planning, strategy, action, and follow up are all critical to the *development* operation.

Selling the Plan on Campus

In development and fundraising, there are four major parts to success: identification, cultivation, solicitation, and stewardship. These components usually relate to finding prospective donors and building relationships with them so that they can help you do what is important for your students. Attending to each component creates partnerships for the future and gives you the opportunity to be the catalyst and make things happen.

Long before you address the four major parts of development *outside* the campus, you will want to apply all of these theories to "developing" the strength of your case with your campus audience. The development/advancement department staff can be your most ardent supporters, but if you do not make the effort to have them aware of your objective, they could become your adversaries. Always operate in an "open" environment and the concepts and guidance in this chapter will work for you as you set the stage for student affairs fundraising.

When preparing to "sell" the concept of development in student affairs and across your campus, take the time to follow the same four elements of fundraising. Building relationships and making friends begin within the campus community.

Identification

Who in your institution must be convinced that this is a good plan?

Your Immediate Boss

You want to start this effort as a team. Do not present any surprises and do not proceed as the Lone Ranger. More can be accomplished with partners and a team. As you develop your approach, create a list of positive outcomes that this endeavor can produce and prepare arguments for the negatives that could arise. Share this draft with your supervisor and encourage his opinions.

Your Co-workers

To establish a development operation successfully, you need the support of a team. Begin to talk about the tremendous opportunities that lie ahead for all of you and solicit their ideas. Surely they have dreams that they have been unable to fulfill because of budgetary restraints. Build an alliance of colleagues who share the vision with you.

Your Senior Student Affairs Officer

Your senior student affairs officer (could be a vice president, director, or another title) will be your best advocate because of her direct and frequent contact with the president and other top leaders on campus. If it is thought that you have a productive recommendation and that you can make it work, the senior student affairs officer will help carry your plan to the decision makers. Of course if you *are* that top officer, your plan is the same, but you begin already knowing you have your first positive reaction and immediately talk to your development colleague.

The Senior Development Officer

If you are not the top student affairs administrator, after you have discussed your plan with that person, he should take the proposal to the highest ranking development officer for a blessing, to review for suggestions, or to fine-tune the plan to compliment what is already being done. (As with student affairs, the senior development officer could be a vice president, director, or another title.) This is the time to develop a close partnership between the divisions and among the staff. Be certain the development team hears about your efforts from you, not through the campus network.

What are some selling points for student affairs to take on a fundraising function?

The following is a list of suggestions to use as a guide as you compile the strong points that relate to your institution:

- Build partnerships with the institution's other development officers, so they are better enlightened about student affairs mission and needs.
- Raise the knowledge on campus of the student affairs division through exchange of information with colleagues in other departments.
- Increase visibility of the accomplishments of the student affairs department.
- Identify and develop productive relationships outside the campus that can bring in new resources.
- Develop strong volunteers, individuals, and groups to help reach the student affairs division's goals.
- Create the environment to take advantage of prospective in-kind services and products.
- Provide outside campus contacts that can be advantageous for the students when they are looking for role models, career advice, and employment.
- Broaden the education offered by the institution because of business community partnerships created through the development function.

In addition to these actions that are important to your own institution, it can be helpful to you in making the case to get information about several student affairs development programs that are already established and successful at other institutions. (If you do not know these programs, NASPA can assist in providing you with this information.)

> "We have been successfully raising funds for various student services units on my campus for almost a decade. What is our formula for success? I believe strongly that you must hire and fund the development director from your own budget, politically and financially support that person with the resources needed to get the job done, and fiscally reward—not penalize—those programs who have voluntarily endeavored to augment their budget with gifts and grants."
>
> *Douglas Robinson*
> *Vice President, Student Services Division*
> *California State University, Long Beach*

Cultivation

How to proceed?

"Do your homework." Be as thorough and detailed in gathering facts to make your case as you would be preparing for the institution's accreditation process. Your document must include the advantages of establishing this operation including program and budget benefits. Selling the concept of a development function and development officer for student affairs is probably up to you. Your written plan can be superb but whether it gets support and flies will be determined on how well you can build interest and recruit champions to your cause.

Of course the heart of writing a compelling plan is establishing a compelling budget! If the goals do not include how your dream will have financial advantage, you can be sure that interest will peak and then plummet. A well thought out, defendable budget is imperative to your presentation and success.

Budget

As you proceed, gather as much information as possible to determine a reasonable budget. Because you are developing a new direction in student affairs, discussing the normal expenses of a fundraising operation with your campus development staff may be helpful. At some institutions, the expenses of department advancement/development officers are shared, so do investigate that possibility.

Once you have your budget, do not let it get filed away! Review it often, watch how your funds are being spent, and be aware if all is not going according to your original estimate.

You have told all the powers-that-be that you can do the job with this level of funding. Make every effort to stick to it, but if it now seems *completely* unrealistic, discuss with your supervisor options for revising. Do not be surprised or frustrated if the response is for you to operate within that budget. If you did your homework diligently, the budget you have will be workable. The following are items that should be included in your proposed budget:

- Salary(ies) (if that is expected and not covered in a separate budget)
- Office furniture, furnishings, and equipment
- Internal expenses (copying, clerical back up, e-mail, stationery, postage, telephone, research, space, etc.)
- Meeting expenses (refreshments, handouts, etc.)
- Prospect/donor expenses (meals, appreciation gifts, token giveaways, etc.)
- Staff and student expenses related to cultivation, solicitation, and stewardship of prospects/donors
- Travel (local and out of town)
- Volunteer/prospect/donor event(s)
- Other (depending on your department or institutional policies)

After you have completed the proposal and the budget, meet with your colleagues (including your immediate supervisor, if that person is not the vice president) in the department to review and improve your presentation with them so you can receive the value of their experience and expertise. Many of their suggestions of what they do and need will add strength to your original proposal. As you incorporate these new thoughts, ***your*** effort will become ***our*** effort with others buying into it and supporting you. In fundraising, this process is sometimes called the Development I*s*. The philosophy applies in team building as well.

The Development Is...

- **Incentive:** Identifying and articulating the reason(s) to give
- **Interest:** Creating opportunities to learn more about your goals and dreams
- **Involvement:** Offering ways to become a participant in your operation
- **Investment:** Developing options to give so it is a win–win situation

While absorbing the comments and pleas of your colleagues, take the opportunity to "sell" the positives related to your determination to incorporate this process into the student affairs department. (Be assertive but not obnoxiously aggressive. Remember your objective is to win support!) Cultivation in development is building relationships with people for the purpose of persuading them of the benefits of being involved with your mission. An important phase of your plan is to use this dialogue to build stronger and more productive relationships with your own associates.

Now, using your colleagues' comments, go back to your drawing board. Review all information you have gleaned and edit your proposal to reflect what strengths your original document included and what enhancements can be added.

Solicitation

Who are your prospects?

Your first prospect for adopting the plan is the senior student affairs officer. Next, the prospect is the vice president/director for development, so together they can take the final proposal to the president. Your plan must cover the selling points for all of these people.

Every campus will have its own unique administrative system. The size of your campus and structural relations between student affairs and development will help determine how you will "market" your plan. The one constant on all campuses is that there does flourish a traditional bureaucracy. It will dictate exactly how you should proceed. Never circumvent or ignore a player that relates to your success, can be helpful to your cause, or can rudely awaken you from your dreams.

As you proceed, it is critical to keep positions and personalities in mind because success depends on many of your campus colleagues as well as the donors you intend to cultivate. Although the ideal is to have a president that is enthusiastic about the potential of your plan, be realistic and understand that she may not be interested until you show results in both dollars and program implementation.

If you have included in your proposal the advantages of this effort for the student affairs department, the Institution, and the students; and you have successfully followed the Development I*s*: created the incentive, built the interest, encouraged involvement, then you are ready to ask for the investment.

Is it time to present your case?

Do you feel confident that you have the plan you want to propose? Yes? Then make an appointment with the vice president (or depending on campus protocol, with your supervisor and the vice president) and work your cultivating charms on him. Again be prepared to edit the concept and text to incorporate usable suggestions. The senior student affairs officer must feel comfortable with this presentation because he will be the one to market it beyond his office: to the president, the vice president for advancement, and other institutional administrators.

Stewardship

What do I do now?

In many ways the intent of stewardship and marketing go hand in hand. Stewardship is making and keeping friends and associates. To be successful in any aspect of your life, stewardship is a key.

If you were selling a car, as a salesperson, you would have to get the word out that you have a car to sell, it is of top quality, you will service it, and you will continue to foster positive relationships so the customers will want to do business with you again. That process is all part of marketing.

As a development officer, you must get the word out that you have an institution and programs to support, that your institution and programs are created to add value to the academic process, you have the expertise and experience to do what you claim, and you will continue to build honest relationships with your donors so they will remain your partners in providing excellent services for the leaders of tomorrow.

Even though the term stewardship is applied to the "after gift" phase of development, every step of the process includes the concept of stewardship. It is the entire premise of the old book by Dale Carnegie, *How To Win Friends and Influence People*, and that is your job: making and keeping friends for your division's needs. It should be a constant consideration, even before you ask for your first dollar.

Actually, you began the art of stewardship when you talked to the first person on campus about your plan. It was present during the cultivation and solicitation phases. It is important to remember that a yes or no response to the "solicitation" to accept your plan is not the end. Whether this first attempt to establish a development function in student affairs flies or is grounded for a future date, it is your responsibility to keep all of your avenues open for future endeavors.

Begin by thanking everyone who helped you complete the proposal. *A development officer can never show too much appreciation.* You need the support of a team to make things happen, so be sure everyone knows how important they are to future growth and success.

Short, personal, hand-written thank you notes are very effective as the first step of stewardship. After that, it is keeping in touch, sharing ideas, providing new information and keeping the relationships alive and well that you have initiated. Always allow time to keep your contacts on campus viable and positive.

After your initial partnership with your institution's development vice president/director, your activities must continue to be coordinated with and supported by the formal development department. Your goal is to create an open, positive team across campus. You have no time to repair relationships because you might have missed or ignored an important player. How you handle this can determine how much cooperation you will receive. Yes, do not forget to win friends and influence people who have the same challenges and dreams as you have.

It is easy to see that in the development process, the time consuming phases—identification, cultivation and stewardship—are before and after the solicitation. Remember as a developing fundraiser, your efforts must mainly be dedicated to those three critical tasks. This is true whether you are recruiting collaboration of your on-campus colleagues or pursuing off-campus prospects.

The Office

Hooray! You did your job well, the senior student affairs officer carried your story and received support to move ahead, and now it is time to create your development presence in student affairs. This is another critical phase that can build the foundation for your potential productivity.

It may be the first time you have ever concentrated on contacts *off* the campus. As a student affairs staff member, your energy and creativity have been directed toward the students who are *on* the campus. They were happy to talk to you in a hallway, on any sidewalk, in the dining hall, or in your office tucked away behind the campus newspaper office. They really did not care if your style of dress mirrored their own. Your smile and openness to listening to them were the only necessary attributes needed to serve your "clients."

The day that you fulfilled your dream of establishing this new development effort your "clients" became more diverse. You still have your students but you add multiple constituencies that may or may not know anything about your campus. You may be the link that not only gets them to pay attention to your institution but also produces the image of what the institution is. Your professional persona must fit both on and off campus.

In addition, you need to create a physical environment where alumni, community friends, corporate managers, willing volunteers, and potential sponsors can meet with you. The setting needs to be professional and comfortable with a sense that your position is respected and of value within the campus structure. In many situations, you will meet with prospects and donors who have already reached high corporate and community status. They are accustomed to surroundings that deliver the message, "This is a successful person who knows how to get things done."

If you have an option, always choose a location that is in or adjacent to the senior student affairs officer's suite. The placement delivers a positive message and it puts you near the decision maker. It is easy for you to ask her to stop in and say hello to a potential giver who is meeting in your office; this is part of cultivation. It is convenient for the senior officer to casually appear in your doorway to tell you about a project that needs support. This ideal location is advantageous to all.

If your number one choice is not possible for a wide variety of reasons (most common problem: lack of space), keeping in mind the ambiance you are trying to create, settle into the best office available and proceed to design it as carefully as you would a stage setting. The following is a reminder list to begin assembling your workplace:

- Convenient access to parking for off-campus visitors
- Well-lit and in good repair
- Large enough to accommodate your desk, credenza, table, and chairs for small meetings (or easy access to a meeting room in close proximity), file cabinets, bookcase, and so on
- Computer (printer can be in an adjacent area)
- Telephone with answering capabilities (preferably a live person)
- Attractive decorating (could include student art, which provides a topic for conversation)

Case Statement

Your written plan is the beginning of a case statement for the incorporation of a development function into the student affairs department operation. Writing the case statement for use on and off campus helps you to formulate the direction that you will follow for external cultivation and solicitation. What you do and how you do it can have a positive effect on every program/project designed to improve the quality of life of the students of your institution. As you proceed with the case statement, you can demonstrate long-term value of focused fundraising.

Do not be enticed into proceeding without a case statement. Be prepared with answers to potential objections. Show that your operation is built not only on needs of the department but also to enhance the learning experiences of the students and long-term benefits for the institution. The case will articulate not only your ability to make the plan successful, but it also will include a look at department or institutional history, existing situation as well as strengths and weaknesses to address fundraising potential and possible ways to reach it. Your efforts can be a positive influence on the entire operation.

The following are some points on both the process and the document:

Pros:

1. It becomes the base for policy and guidelines for staff and volunteers who will be recruited for your team.
2. It answers questions raised later as well as now.
3. It encourages leadership involvement in the building of your objectives, which strengthens commitment.
4. It brings together visions with real goals.
5. It demonstrates for the layman how to verbalize what is being done.
6. It develops the theme of your endeavor and is the source for creating future proposals and presentations.
7. It brings people together to discuss and dream about what might be.

Cons:

1. It may not be read beyond staff and the first fundraising leadership.
2. It can be considered boring because it lacks the later excitement of promotional and proposal material.
3. It takes a lot of time, hard work, and possible multiple rewrites to develop a rewarding document.

Now that you are well acquainted with the rationale of a case statement and are prepared to respond to the negatives, you are ready to begin writing this significant document. *Remember number 7 under the pros! This process brings people together to discuss and dream about what might be.*

……

STOP AND THINK!

Take a few minutes to think about how the University of Florida used their basic case statement in student affairs to have it become the heart of their capital campaign material.

> "Through programs and centers, the Division of Student Affairs creates opportunities for personal growth and leadership outside university classrooms."

This was the opening sentence for the 8-page campaign brochure devoted to describing a $6,100,000 goal for the division's needs. The focus was on scholarship endowment, expanding the Career Resource Center programs, improving student facilities, and strengthening current support for all programs. Student affairs had been embraced as a significant player for a major university-wide effort. It demonstrates how an idea, perseverance, and strategic planning can produce enormous returns.

……

The following is an outline for a successful case statement:

A. Brief History

1. Provide essential details only
2. Avoid "blowing the horn" of past accomplishments

B. Mission

1. What does student affairs (hereafter referred to as "you") do?
2. Who do you serve?
3. What need do you fill?
4. What is your position on campus and in the community?

C. Current Goals and Objectives

1. Where are you headed in the near future?
2. How will the students, community, and society benefit?

D. Problem

1. What problem(s) impedes your progress and therefore limits the students' growth, community's progress, and society's well-being?
2. What do you need to better serve the students, community, or society?
3. What facts support your needs?
4. Why does your plan warrant attention and positive response?

E. Solution

1. The answer is....
2. How do you know this?
3. How can your audience be sure that you will have fully developed this plan?
4. How can your audience be sure that you will be able to carry it out?

F. Benefits

1. Who will benefit? How?
2. What value(s)/concern(s) will you be better able to address?

G. Ways to Give

1. Outright gift
2. Planned gift
3. Gift-in-kind
4. Services
5. Other?

H. Commemorative Gift Opportunities

1. How will donors be recognized?
2. Are there special components (rooms, buildings, programs, internships, etc.) that could be named for donors?

I. Support Information and Materials

1. How will these strengthen your case?

Note: A brief case statement concept is in Appendix A.

Thoughts for the Person Who Is the Leader of a Student Affairs Division

As vice president, vice chancellor, or dean of student affairs, you may be researching the benefits and deciding if the concept of a fundraiser located in your department or division is for your organization. As indicated in the 1997 NASPA sampling survey, already at least 85% of your colleagues have incorporated fundraising into their staff duties and 30% already have a full-time fundraiser assigned to the division. Since then, many more institutions have shown an interest in this function and what it can mean to the delivery of services to students.

If this is still a new focus for you, it may be the time to talk with your peers at other institutions and your development colleague at your own institution to discover the pros and cons of this important move. There are some who were the early pioneers, like John Koldus, who have encouraged others to make the commitment. He maintains, "Every year institutional funds seem to decrease as our expenses increase. Student affairs staff that do not accept the responsibility to secure outside support, will be consigned to work within a static organization. This is not fair to the students they serve."

As a service to all of you who are struggling with this decision, we have gathered comments from a few of your peers. They all have their own experience on which to base their remarks and provide for you a diverse, broad-brush foundation to begin your own research.

Nancy Scott, Vice President for Enrollment Management and Student Affairs

Kent State University
Kent, Ohio

> Ideally, a student affairs development officer would report to the vice president of student affairs. Realistically, I find that many report to the vice president of development; therefore, sometimes the full attention of the fundraiser is not on the needs and mission of student affairs. But, in either structure, student affairs staff have the natural ability to be good at cultivating and soliciting gifts for the division's programs. Set the example of the importance of learning this new skill, and then encourage them to take advantage of NASPA workshops and other community-based training programs in development.
>
> The student affairs staff at Kent State can do the job, but were always conscientious about following the university's fundraising guidelines and keeping our

development staff informed of our plans. Our president has been very supportive of our efforts because she knows that we are part of the development team.

As we see state funding shrink, it is our responsibility and challenge to seek out and secure private monies for important programming. Through this effort, we have acquired $150,000, 3-year funding for our Pathways program that helps freshmen adjust successfully to campus life, understand the benefits of wellness and physical fitness, and prepare for outstanding careers.

Some of the funds for our student affairs projects and scholarships to enhance student success have come through a method of cultivating that brings the right people together. Before football games, we present workshops targeted on student affairs so prospects and donors will get to know more about our vision and plans. Then they are invited to the president's loge for lunch and to see the game. Through programs such as these, a partnership is created among development, student affairs, the president, and our constituencies. With this winning team, we expect to establish a foundation for future fundraising success.

Richard Mullendore, Vice President of Student Affairs

University of Georgia
Athens, Georgia

As you approach this decision, first, you must consider such factors as the size of your institution, current fundraising activity on your campus, what your counterparts in the institution are doing, and what are your most pressing staff needs. The decision has to be determined on your specific situation, but one decision I am sure of is that it is best to hire a person with development experience.

I feel positive about the arrangement we have at Georgia. Sixty percent of the salary of the student affairs development officer is paid by development and forty percent by student affairs. It is considered a dual report, but because he is located in our department most of the interaction is with me. Our development staff handles the daily fundraising responsibilities. We work directly with alumni and their corporations, but all prospects must be approved through the development office process.

Before you make the decision to incorporate this function into your department, be sure you are willing to devote some of your own time to fundraising. I spend about 15% of my time related to development, and that will be increasing as the university gets into a capital campaign.

Charles Schroeder, Vice Chancellor for Student Affairs

University of Missouri, Columbia
Columbia, Missouri

> Absolutely a great idea! It has been working for us. If we were not already into fundraising, I would campaign for doing it now.
>
> Our challenge as student affairs officers is not how to spend increasing budget allocations, but how to secure financial support outside the mainstream of institutional funds so we can expand our services. In our Missouri system, the competition is fierce for the declining state monies, and our development activities have made a difference. I consider what we are doing a key to our future.
>
> We split the costs with development but the position is located in student affairs. In addition to the development position, I have taken a pro-active role in securing funds from the very beginning. We all have to shift our former approach to a more non-traditional style of a de-centralized organization. This will be an advantage to us all as we gear up for a $275,000,000 capital campaign.

George Haborak, Senior Vice President for Student Affairs

College of Charleston
Charleston, South Carolina

> It is imperative that student affairs staff act seriously about building foundation-type funds to do innovative programs. It becomes increasingly more difficult for student affairs to acquire additional support for the constantly increasing demands of our important mission to serve the students.
>
> Although my belief is that the student affairs fundraising staff person should have professional development training and experience, my first hire was one of our own staff. I chose him because I knew he had the development attitude and because he knew everyone in town. He could gain entry to most Charleston executive offices and social events. With his enthusiasm and community acumen, he got us started in the right direction.
>
> When I attended a NASPA workshop on Fundraising for Student Affairs, I was interested and intrigued with the concept. Now I am convinced that we must commit ourselves, our resources, and some of our time to supporting the development process. If not, our students will miss opportunities because we could not offer them.

Sarah Shumate, Vice President for Student Services

St. Thomas University
Miami, Florida

I believe strongly in education and doing your homework. In looking at initiating a development operation in Student Services, I advise to first do your homework, then provide the education to do the job!

Research and review what your colleagues are doing at other institutions; particularly what is being done well. Also check what your alma mater is doing, because I have learned that I can get great ideas from reading my alumni news and talking with people associated with my own college. Sometimes using other projects as inspiration can develop a whole new program.

Fully apprise your president about your plan. He or she may have to be reminded that Student Services has long been forgotten. Your goal is to get him or her to understand the benefits of this endeavor before budget time. When you show him or her how this can be a win–win situation for your department and the institution, you will have recruited the support you need. As you gather information, make sure your area has its strategic plan in place before you develop your case statement for Student Services priorities. When looking at those priorities, start small and build on your successes so everyone can see the advantages to making the effort. It is important to demonstrate your own dedication by working with your staff, keeping them informed of resources to do the job, and helping them to become more savvy about the fundraising process.

Since this is a new direction in Student Services, make funds available to expand your staff's knowledge and expertise in fundraising. Encourage them to attend NASPA workshops on development and to go to conferences that are not in the Student Services field. They can learn about the new field from those who already are experts such as CASE members or through other targeted workshops. Suggest they talk to their colleagues at other institutions to learn what has already been done.

If you proceed in following your plan, building the program, encouraging your staff, and providing learning opportunities, you will soon see your priorities become valuable new programs to enhance those you already deliver.

My True Story

$750,000 of Success

George Haborak
Senior Vice President for Student Affairs
College of Charleston
Charleston, South Carolina

In 1993, Chip Voorneveld, then dean of students at the College of Charleston, heard about the student services development initiative at Florida State University. We explored imitating this effort, and Chip was immediately successful at harvesting a few donations for our student affairs fund held in the College's Foundation. That's all we needed to be encouraged to proceed!

Two years later, the College of Charleston initiated a capital campaign. The Student Affairs Division was ready. We had our base, ideas, dreams, and financial goals, so we were willing to be a player in this important effort. That Spring, I attended the NASPA workshop on development. There I learned the difference between fundraising and development: the key to a productive operation.

Chip was assigned the unusual dean of students role of development officer for student affairs. This responsibility played to his strengths in interpersonal skills, widespread community connections, and solid parent and alumni contacts. He used all of these attributes to establish an advisory committee that would support his program to make development work to benefit the students.

The efforts of the committee and Chip helped to realize 70% of our goal of $750,000. $250,000 of that endows the Emerging Leaders program. It is anticipated that the Laura Griffin Fellows $500,000 Endowment will be completed soon.

"We have all learned a lot in a short period. We know that fundraising is often one-shot and short term (bake sales, concerts, and such). Development is a long-term process of making special friends and matching their potential to the project which excites them."

Chapter Exercise

Objective:

To begin to compile and articulate the vision, goals, plans, potential, strategy, and outcomes of your proposal, which will be the beginning of the case statement process.

Instructions:

Using the information that you know or have researched about the student affairs operations, follow this outline as a guide, and write a brief draft of what you would include in your proposal to be presented to the vice president/director:

Introduction

- Mission of the institution
- Mission of student affairs

History of Student Affairs

- Programs
- Accomplishments
- Growth

Future Plans

- Needs
- Enhancements to current programs
- Changing cultural environment

Resources

- Budget for growth
- Potential outside resources
    - —Identifying
    - —Securing

CHAPTER 3 TYPES OF FUNDRAISING

A FUNDRAISING FABLE

Lotta Doe had been asked by her boss, Will Tryon, at Sweetgreenebachz (pronounced Sweet Green Backs) College to research the possibility of integrating fundraising into the student affairs department. He said that he was hoping to raise $250,000 but needed a plan to show how it could be done. Lotta told him, "Don't worry. I know how to do this. I was a Girl Scout!"

Will and Lotta agreed to meet in two weeks to review her plan. Lotta talked to people she knew who had been involved in selling candy, having a bake sale, and peddling Girl Scout cookies. She developed a 100-project plan that would take an average of 90 days per project and at least 1,400 volunteers. They could produce the $250,000 if every point of her plan worked. Her plan included magazine sales, bingo, raffle, dance-a-thons, sit-a-thons, bake sales, candy sales, Christmas wreath sales, standing at intersections with shiny buckets, and many other projects.

Will Tryon folded his arms across his chest, raised his eyebrows and said, "I guess I should have called it development and given you better direction. Let's start again, Lotta."

◆◆◆

Development or fundraising?

As you proceed with your plan to secure dollars for those many dreams that you and your colleagues have discussed, you should be familiar with the many types of fundraising that are all assembled under the generic name: development. The word *development* demonstrates more fully that to raise major funds successfully, you will be *developing* long-term relationships, *developing* needed programs, *developing* working committees, and *developing* valuable partnerships. As the "development officer," you will be the maestro who orchestrates the movements so that the operation is as effective as a well-conducted symphony.

You will become the initiator or supporter of myriad programs and projects, but none will be more important than the relationships and friendships that you will nurture. There are many constituencies that are interested in today's students because they are soon to be tomorrow's employees, clients, consumers, community volunteers, taxpayers, and corporate leaders. You have on your campus the wealth, wisdom, and workers of the future.

As you put together your plan for adding to the resources of your student affairs division, it is to your advantage to have the knowledge of the diverse ways to raise funds for your institution.

Types of Fundraising

> "To be effective, fundraising must be top down and inside out."
>
> (Rosso, 1991, p. 92)

Rosso suggests that fundraisers begin by raising money from their top donors (those capable of making the largest gifts) and those closest to their institution. In the best of all fundraising worlds, donors become institutional insiders by making annual gifts. Rosso (1991, p. 51) described annual giving as "the building block for all fundraising."

Annual Gifts

Annual gifts are made at least once per year. From a fundraising perspective, the annual fund "serves to establish a base of donors" (Rosso, 1991, p. 51)—remember the building block. The annual fund also serves to "bond a constituency to the organization" (Rosso, p. 51). Annual gifts vary in size from $1 to $100,000+ and are typically made out of discretionary income.

Special Gifts

Some institutions divide their fundraising activity based on the size of a gift. A special gift is one that is larger than an annual gift, but smaller than a major gift. At Bucknell University, special gifts are those between $25,000 and $100,000 in size, whereas such gifts may be smaller or larger at other institutions. As with major gifts, a contribution will be defined as a special gift based on each institution's preference.

Major Gifts

The best major gift prospects can often be identified from the pool of donors who support the annual fund, particularly from those who make large or "leadership" gifts. Major gift is a relative term defined in different ways by different institutions, and can refer to five-, six-, or seven-figure gifts. Some institutions use the term "principal" gift to describe exceptionally large major gifts of $1 million or more. Major gifts are typically made using accumulated assets, such as appreciated stock, mutual funds, bonds, property, and so on.

This may explain why a colleague of Sturtevant (1997, p. 25) described major gifts as ones that require a donor to "stop and think."

Major gifts often take the form of a pledge to contribute a set amount to an institution each year for a period of three to five years (see sample pledge agreements, Appendix A). Donors who make exceptionally large gifts of $1 million or more may choose to take advantage of ways to make that gift provide significant tax benefits for them or their heirs; for example, by funding a trust.

Ultimate or Planned Gifts

Ultimate or *planned* gifts are those where "the principal benefit of the gift is not available to the organization until some future date when the gift matures—with the death of the contributor or possibly the death of a surviving beneficiary, or at the end of a specified term" (Brian in Russo, 1991, p. 97). Annual and major gifts fund today and tomorrow's needs. Planned gifts secure funding for tomorrows that will come long after those reading this book have concluded their careers.

> "My husband, Jack, and I believed that after our family, the most important thing we could do was to help encourage young people get an education. That is why we always considered it a privilege to help fill the needs—giving for scholarships, contributing toward a residence hall, creating an endowment—that related to improving the quality of life on campus."
>
> *Robin Stein, Donor*
> *Fort Lauderdale, Florida*

Where does all the money go?

Operating Support

Annual fund gifts are typically used to supplement or offset annual *operating expenses* of a college or university. Unrestricted annual gifts enable an institution to direct funds as they choose. Restricted gifts, such as those made to a student affairs division, must be used for the purpose given.

Capital Campaigns

The *capital campaign* is an "intensive function designed to raise a specified sum of money within a defined time period to meet the varied asset building needs of the organization" (Rosso, 1991, p. 80). Capital campaigns typically require that contributions be paid over a term of no more than three to five years or that planned gifts are structured to provide immediate access to cash to be used to fund construction.

Endowment Campaigns

Endowment campaigns build the long-term resources of a college or university: the endowment. An endowment is a pool of funds that is invested, much like you might invest in stocks, bonds, mutual funds, or a 401k or 403b. Institutions typically use a small percentage of the return on their investments each year to support annual operations or special projects. The main purpose of an endowment is to ensure that resources will be available to support the institution should there be a down turn in enrollment or in the economy in general. In addition, specific gifts that are invested along with the endowment may provide support for scholarships or building maintenance. Endowment campaigns can rely more heavily on planned or estate gifts (Rosso, 1991) as neither type is typically used to fund current operations or construction, both of which require a current source of funding.

Summary

Table 1 on the following page provides a concise review of gift types, the source of funds used to make various types of gifts and the purposes for which such gifts are used.

Annual giving participation rates vary widely by institution, though the authors know of none that claim 100% participation; and annual gifts are typically directed to support an institution's operating budget (offsetting the need for other sources of revenue, such as tuition). Major gifts often come from donors who have been giving regularly to the annual fund, as is the case with donors who make planned or estate gifts (Sharpe, 1999).

Should you embark on a fundraising campaign, whether large or small, do not be surprised if a need strikes a cord with a donor who has never given to your institution, or who has done so infrequently. While fundraisers need not have stars in their eyes regarding receipt of significant gifts from non- or lapsed donors, along with all of the other characteristics that successful fundraisers need to possess, development officers should never lose sight of the potential to receive a call from a donor who, with little or no cultivation or contact, has decided to make a significant contribution to their institution.

Table 1
Gift Types
Frequency Given, Source of Funds, Uses, and Percentage of Donors

Gift Type	Frequency	Source of Funds	Purpose
Annual	Each Year	Current Income	Operations
Special	Infrequently	Investments	Operations Endowment Buildings Special Projects
Major	Infrequently	Investments	Endowment Buildings Special Projects
Ultimate/ Planned	Once in a Lifetime	Estate	Endowment Buildings Special Projects

My True Story

Every Gift Matters

George Howe
Director, Red Barn Programs
The University of Louisville
Louisville, Kentucky

Because the primary focus of this book is fundraising, I have a story to tell about how even seemingly small gifts can have a great impact on student needs. In 1987, we established an endowment fund, the Harold Adams Memorial Scholarship Fund (HAMSF), with $5,000 that was contributed in memory of Harold Adams, the first assistant vice president of student life at the University of Louisville (U of L). The Adams Fund provides scholarship support for freshman students hailing from two high schools in Henry County, KY; 20 Straight-from-the-Heart awards of $25 to provide resources for students in need, and $50 awards to the Disabled Student of the Year and the U of L Student of the Year. This fund also provides additional emergency awards to students based on financial need.

Through the Red Barn Alumni Association (RBAA), we established the Florence M. Strickler Endowment in 1992 with $5,000 that was contributed by members of the RBAA for scholarships for U of L students. Florence M. Strickler was the widow of Dr. Woodrow M. Strickler, U of L's president from 1968–1972. Dr. Strickler, in collaboration with students, established the Red Barn in 1969, and his wife was known to all as the "First Lady of the Red Barn." Each year, four $250 scholarships are awarded through this endowed fund.

The third fund, the Torchbearer Endowment, was established in 1996 with $10,000 that had been contributed by alumni and friends of the university through the efforts of Dr. Dennis C. Golden, who served as the vice president of the University of Louisville and is now president of Fontbonne College. Four $250 scholarships are awarded through this endowment, two of which are named for Essie Jenkins, an outstanding African-American alumna of the U of L and two named in honor of Dr. Golden.

Time, investment returns, and contributions made by over 700 individuals have enabled the corpus of these funds to grow amass a total market value of $197;000. Fundraising activities have included mailings, newsletters, receptions, and parties at the Red Barn. An annual cornfest, held at my home, enabled us to raise an additional $21,000 from 1987–1998.

These three endowed programs have provided a total of 402 awards totaling $59,576 since 1988. The projected income to be distributed from the funds in 2000–2001 is $8,200. Although the amount of the awards made may seem small, the funds make a difference in the lives of students. And these awards are a tribute to the tireless efforts of three significant people whose own contributions of time and talent made the university a better place. Thanks to the existence of these endowed funds, the impact made on the university by Harold Adams, Dennis Golden, and Florence Strickler will live on in perpetuity.

Chapter Exercise

Objective:

This exercise is designed to walk you down the path taken by fundraisers as they seek to determine whether it is possible to raise funds for a particular project and, if so, to decide what type of support is needed (endowment, operating, etc.). In addition, you will gain a better understanding of the kinds of projects that appeal to donors and the types of gifts that can be used to fund various projects. For example, you may discover that estate gifts, while having the potential to be quite large, will not be of assistance if you are raising funds to build a facility within the next two years (and the donor with the greatest giving potential is a healthy 65 year old).

Instructions:

Take out a pen and pad, or go to your computer and keyboard, and make a list of the top three to five programs or projects in your division for which you would like to seek external support. Does diversity-related programming rise to the top of your list, and what about new and innovative alcohol education programs or workshops for students planning to join the Greek system? If it is a dream that dollars could make a reality, place it on your list.

Now that you have listed your dreams, it is time for a reality check. Why are these programs important? If a prospective donor asked you what difference the program might make, what would you say? And if the donor loved your ideas and asked you "how much money do you need to make these dreams come true?," how would you respond? What if he or she asked, "how long will it take to create and implement the program (a year or two, or more)?," and "do you need funding every year to keep the program going?" And finally, what would you say if the donor wanted to know if you will require funding in perpetuity to keep the program in place?

There are certainly more questions to answer, such as, will you need to hire an additional staff member to manage the program and, if so, at what added cost? Also, think for a moment whether you need funding for a short time for these projects or for years to come; in other words, do you need to raise operating support or endowment?

Next, schedule an appointment with the director of development (DOD) or vice president (VP) of development at your institution. Tell the person with whom you are meeting that you are seeking their help with an exercise from a book about fundraising and that you would welcome their assistance. Share your list with the director of development or vice president and ask for her or his advice about the projects that seem most likely to attract external support. After you identify one or two projects that have merit, ask the DOD or VP what type of fundraising might be implemented to garner the funding needed; for example, could a special phon-a-thon effort be implemented or would the staff in corporate and foundation relations be able to assist you with the development of a proposal to a foundation? What about approaching specific individual donors to seek their support?

Last, but not least, ask the director of development or vice president to explain how they concluded which type of fundraising would help you raise the dollars to fund these dreams. This final step will help you begin to learn about different types of fundraising, and why some projects are better funded through major versus planned gifts or through the annual fund versus corporate and foundation relations.

CHAPTER 4

MARKETS AND PARTNERS FOR STUDENT AFFAIRS

A FUNDRAISING FABLE

Cash Razore (Cash Raiser, of course), the development officer in Student Affairs of Right Way College, was planning to make a contact with a local bank to discuss a grant or sponsorship for a student project with an objective for a class to learn more about the stock market. He had already reviewed several potential prospects and chose Number One Bank as the best match for the program.

The students' plan included taking a specified amount of money and investing it in the market and doing an analysis of each of their transactions, the results and their reasons for buying and selling during a period of one year. They wanted to propose that any profit would go to the Children's Homeless Shelter. Of course, Number One Bank was well versed in investments, but it also had taken the lead in the community to build the homeless shelter.

One of the students, Kelly Green, was asked by the development officer to be part of the team to make the call. She agreed and the two of them prepared for the call by deciding who would say what, who would make the ask and what support material they would leave with the prospect. It was thought that Kelly would be there to tell about the program and Cash would carry most of the other responsibilities.

As it turned out, Kelly was doing such an outstanding job making the presentation, that Cash Razore sat back and became the support person. He could not have been prouder when the bank administrator said, "Yes, Number One wants to be a sponsor of this program. There are many advantages for us to do this, but the first advantage sits right here before us. Kelly Green, I want you to come to me when you are graduating and looking for a career. Any teenager who can talk me into giving $25,000 to play the stock market, I want to have working with me not against me!"

❖❖❖

When looking for the constituencies to support programs in student affairs, do not overlook possibilities simply because they have not been targeted before. That is true in the community but even truer when considering alumni. A vice president for student affairs at Georgia Tech once asked, "Who of our alumni are our prospects for fundraising?" The answer was short and half-sweet. "Everyone and no one." He looked confused but not for long.

STOP AND THINK!

Before proceeding with the text covering potential "prospects," test yourself, and review the following list. Check off who you would identify as alumni and non-alumni prospects for student affairs fundraising:

__ Former RAs
__ Local bank
__ Bookstore vendors
__ Ex football players
__ Parents
__ ________________*
__ ________________*

__ Former student government leaders
__ Retired faculty
__ Former cheerleaders
__ Campus food service
__ Widow of an alumnus
__ ________________*
__ ________________*

(* *Add your own ideas!*)

If you have checked all categories, you are correct. If you have checked some categories, you are correct. Your efforts as the development officer will determine how wide and how plentiful your prospects can be.

All alumni have had the benefit of the activities, programs, events, counseling, and support of the student affairs department. They are all "alumni" of student affairs! They know the comfort of having good people looking out for their welfare during their academic pursuit. They should remember you with fondness and loyalty. That is the sweet half.

The other half is that they are all alumni of something else, perhaps the School of Fine Arts, the College of Engineering, or the football team. Someone from those areas will also lay claim to the same person you do. Before that conflict even happens, you should be doing your relationship building on campus, making alliances, and learning about the overall development operation. You can be ambassador, partner, colleague, friend. As already mentioned, *you are a team builder.*

The work of a development officer is about working productively and happily with others…not trying to stand alone. Your objective is to enter the campus development business in a positive manner so that your energies are spent securing resources, not sparring within the system!

You have been building relationships for years, right? It is no new idea, right? The fact is that you have been enjoying warm rapport with former students, parents, vendors, and other community people outside the campus perimeter as well as inside.

Enhance those relationships for a win–win situation. Begin to talk about opportunities for involvement. Of course, you may have already been doing this long before you initiated your efforts to create a fundraising role in student affairs. All of this goodwill will not be lost on your new development staff friends. They will recognize that you can help add to the institution's prospect pool as well as its bottom line.

Your current challenges may be different because now there is a bottom line involved. Other development officers will not want to lose a prospect or donor they have identified. You will have to discuss each prospect (individual, corporation, or foundation) with others and be sure that neither of you is invading another's constituency. If there is already a development prospect/donor management function on your campus, find out how you can work together.

This is the time to "think out of the box." When you are beginning to be a new force on campus, put aside the potential of conflict and look for donor markets beyond the obvious (review the list you just completed.). Use your own creativity to find prospects that could be the major donors of the future rather than relying on those of the past. Keep in mind that there are typically more people available to be met and wooed than all the development officers on your campus can possibly cultivate and solicit.

Close Campus Markets

Parents

Current parents may feel that they have enough money directed to your campus in tuition and fees but do not rob them of the *opportunity* to be a partner in something special. Consider them a target constituency, but if there is a Parents Council/Committee already on campus, talk with the staff person who is involved and discuss how your efforts can benefit both of you.

Who pays attention to parents of the students whom are now alumni? On many campuses, the answer is no one! If that is your situation, rejoice and begin to work with other departments to build a file of past parents. This is a constituency that will already have an affinity for what you do and who knows why your work is important to educating students.

Do not overlook another set of parents: grandparents. They can be major donors for you because they think their grand kids are great and they do *not* have to pay the tuition.

Alumni

As already noted, this can be tricky, but with diplomacy and patience, you can still find alumni to call yours and claim them for student affairs. It is very important that you work with other development officers and be willing to share the pool of prospects. As the beginner, you should be willing to develop new relationships and not simply take over known donors. Not only is it the way it works, but it is creating the fantastic rush of success when one of your own efforts advances from identification through to investment.

Students

Do not overlook those who are closest to student affairs and who will benefit from the effort. Universities and colleges have begun to "teach" philanthropy to their future alumni while they are still on campus. It is not unusual to have a senior committee to nurture the concepts of giving to their alma mater. The entire endeavor can be a positive enhancement to the students' academic experience. If this is not done at your institution, there are many models already in operation in your sister institutions for you to follow.

Friends

This special group of folks can be your strongest and most valuable constituency because most likely they have not been identified, cultivated, or solicited by other campus departments. This is the time that your creativity will be priceless. You can make the match between your student affairs needs and the interests of off-campus individuals. Then follow through with a strategy to solicit a gift.

As you think about the various individuals—parents, alumni, friends, students, and so on—recognize the full power that these folks have for your fundraising dreams. As reported in 1999 by Giving USA, philanthropy totaled more than $190 billion. Of that amount, 75% of it was given by individuals, whereas just under 20% was given by corporations and foundations together.

Other Markets

Corporations

Our changing corporate culture in the United States has multiplied the ways and the dollars that are available to you. Dollars or other resources are obtainable through the corporate marketing department, their foundation, employee charitable distributions program, sponsorships, or gifts-in-kind, to name a few. If you have done your homework and have developed a strong case for funds from different corporate departments, it is possible to solicit for several gifts simultaneously. The prospect's marketing department may be looking for visibility that will encourage sales while the corporate foundation is interested in supporting a Future Leaders Seminar. The next chapter includes the process for corporate relations and solicitation.

Vendors

Do not overlook the businesses that make money supplying your campus. If you have targeted possible donors with whom you are willing to build a relationship, also be willing to approach those contacts with which you already have a relationship. It is not unusual for furniture companies to "throw in" the furnishings for a student lounge when the university is purchasing new dormitory or apartment furniture or for your food service to provide enough free food for a special "welcome to campus" party. Soliciting for gifts-in-kind can be an easy way to get the initial gift from a corporate prospective donor. The path to success: BE SURE YOU ASK!

Bookstore suppliers can be outright givers, but they also are good candidates for gifts-in-kind. Their merchandise may be the means to secure other funds by using items as door prizes, awards for the best fundraising effort, or a spirited auction.

Foundations

True philanthropy and a concern for a multitude of worldwide issues was the basis for establishing foundations. They are there to be considered as part of your sources for supporting your programs. Finding the right match between a foundation's mission and yours is the key. A chapter follows, which includes the process for foundation relations and solicitation.

Public Monies

When you are identifying and beginning to cultivate your diverse cadre of prospects, keep in mind that there may be support for you in various forms of government funds and even legislature. As you become more aware and astute about ways to secure funds for programs and capital projects in student affairs, look for public attention on educational issues that can benefit your institution. Take a minute (or even several) and make your thoughts known through letters, telephone calls, e-mail opportunities or simply through your own conversations. Encourage others to do the same. It can make a difference to you and to the students of the future.

Note: See Appendix H and I for Constituency Model and Sources of Corporate Support developed by The Fund Raising School Center on Philanthropy.

> "In a perfect world, there would be no need for educational fundraising. Since we are still working on creating that perfect world, please keep in mind a broader responsibility. I fear that policymakers may see your energetic and successful efforts and conclude that they may safely do less. So I ask you to help strengthen our academic systems by encouraging, even demanding, sufficient financial support from all levels, as you also pursue your development tasks."
>
> *John Merrow*
> *PBS, The Merrow Report*
> *Council for the Advancement and Support of Education—*
> *James L. Fisher Service to Education Award 2000*

Market Return

Because they often are the first methods of fundraising attempted in a new initiative, there are two popular ways to raise funds that are especially appealing to corporations that deserve special attention. They are appealing because they give immediate visibility and positive recognition to the donor, which make them easy asks.

Sponsorships

Not too many years ago, professional fundraising was strictly asking for a gift from a prospect. Now, covered in the next chapter on corporations and foundations, the choices are many. Securing patrons for events has become a common method used to increase resources. Often this activity can be an effective partnership among students, staff and the corporation because everyone wins.

As an example, Coca-Cola has been matching its product with their student market for years. Their gifts to education, scholarships, sponsorships of campus activities, and participation in new projects at colleges and universities are carefully planned and richly rewarded.

Sponsorships and marketing dollars are there for student affairs to seek. The incentive for the corporation is already there. Whether the donor chooses to sponsor a lecture series, a student run, an ethics program or a concert; the benefit to the donor is visibility and the benefit to your institution is adding a project that enhances your students' educational experience. A sponsorship is a win–win opportunity.

Fundraising Events

Corporate sponsorships may be the foundation for a fundraising event, but they are not the only method to pursue to maximize your results. "Fundraisers" can produce tens of thousands of dollars, but they are the most labor-intensive type of raising money. When you are developing your strategic development plan, consider seriously how much time you have and how many people (both staff and volunteers) you can recruit. How does your response compare to getting a prospect involved and then asking for a significant gift? If your only goal is to bring in dollars, your strategies must weigh the possibilities and pursue the most potential in the least amount of time. If you are building both visibility and investment, you might ascertain that a fundraising event is worth the time and volunteer energies.

The possibilities for fundraising events are endless. You are limited only by the resources—time, people, funds, location—that are available to your student affairs division or institution. No idea is too way out, because it may encourage another suggestion that is perfect: galas with a theme, silent/noisy auctions, runs/walks/skips/crawls, sit-a/sleep-a/hop-a/ride-a/ work-out-a-thons. Plan your fundraiser to fit your group and *run* with it (Of course, get pledges for the distance you will be *running with it!).*

Note: In all fundraising, but specifically when soliciting sponsorships, it is important to be aware that there are products that could be inappropriate for your campus. Each institution will have its own guidelines. It will be your job to stay within them and help others to understand the philosophy.

……

STOP AND THINK!

Take a few minutes to add to the list below of potential sponsors for a charity fundraiser run. Add why you chose the prospective sponsor:

Student government______________________________

Local sports shoe store ______________________________

Off-campus bookstore ______________________________

Alumni association ______________________________

____________ ______________________________

____________ ______________________________

____________ ______________________________

……

My True Story

Teeing Off for Scholarships!

Doris Ching
Vice President of Student Affairs
University of Hawai'i
Honolulu, Hawai'i

Student affairs at the University of Hawai'i at Manoa partnered with a professional college and alumni to raise more than $10,000 for student scholarships! Elements for the successful friend raiser/fundraiser golf tournament were tournament planners, team solicitors, and sponsors/awards solicitors. Student affairs has many friends throughout the community and is a "natural" for the latter—sponsors/awards solicitors—the *most challenging* of the three and the one that makes all the difference in the actual funds raised.

Eighteen alumni and business corporations each contributed $500 and, as *Gold Sponsors,* had his/her name printed on a pennant at one of the 18 golf holes. Letters and phone calls of solicitation to corporate friends resulted in 36 businesses donating scores of a great variety of prizes, from polo shirts and golf umbrellas to Sunday brunch gift certificates at posh restaurants to a 21" television set to a camcorder to round trip air fares. Three auto companies offered cars and trucks as "hole-in-one" prizes.

The phenomenal job student affairs did in soliciting sponsors and prizes truly made a difference in the profit. The funds raised were twice as much as the planners projected! To top it all, everyone had a great time and every participant won a prize. Student affairs came out a winner in more than one way—we gained more financial assistance for our students and we discovered just how much support we have in the community!

Chapter Exercise

Objective:

To train yourself to see and become aware of the many places where you can identify potential supporters for your student affairs projects.

Instructions:

1. Collect a few local newspapers and local magazines. Choose the sections that target Business and Local News.
2. Collect programs from local events such as plays and concerts that list donors/sponsors.
3. Read over the publications above and mark every name or article that you can see a possible relationship for your student affairs "dreams." (Example: Alumnus who has become a corporate leader, an individual who has indicated a strong interest in education's [or lack of education's] effect on the future of the USA, etc.)
4. Review your list and choose ten persons who you feel are the most closely related to your mission and to your campus and who have the ability to give a significant "gift" to your projects if so motivated. Those you have selected, can be your initial "prospects."
5. List those "prospects" on your computer or on paper. (For this exercise, we will look only at individuals.)
6. List each name and additional information you or one of your colleagues already knows as follows (Examples in parentheses):

    - Name ______________________________(Dr. Will I. Count)
    - Where did you get this "lead"?____________________(Metro News)
    - What do you know about that person?______________________ ______________________________(Has an interest in sports art, gave $10,000 to Run for Life)
    - Is this person already related to your campus—alumnus, parent, vendor etc?______________________________(Parent)

- Who might also know the person or know about him/her?__________ __________________________(football coach, curator of art museum)

- What other community organizations does he/she support or is active in?______________________________________(Community Concerts)

- What interests does it appear that he/she has?_________________ __________________________________(the arts, sports, race cars)

- What other information could be important to encouraging this prospect to being a donor?____ ____(His daughter is on the dean's list and in student government)

- What project for which you are seeking funds would match what you know about this person?____________________________________ ______________________________(The scheduled Olympic art exhibit)

7. Prioritize the list according to whom you feel has the most potential for your student affairs projects. You only want a short list to begin (maybe five maximum). *Do not set yourself up to fail by trying to do too much too soon.*

8. By reading more publications and talking to other colleagues begin to add more information, notes and comments so that soon you will have a valuable profile of each of your top prospects.

This exercise is to encourage you to *always* read publications with a "development eye." There are clues everywhere to new friends for your student affairs division. Do not let them pass by undetected. As you have heard from many sources, "Knowledge is power." Knowledge is also critical to moving along successfully in development.

CHAPTER 5

THE POWER OF CORPORATE AND FOUNDATION GIVING

A FUNDRAISING FABLE

Candace Kain learned on her very first development call that some prospective donors insist on educating you about their businesses before you can talk about yours. She had made an appointment to visit with Mr. Charles "Chick" N. Little and he had asked her to stay for lunch. She graciously accepted and looked forward to a pleasant visit over a tasty meal.

When Candy arrived in the parking lot of Kay-Nyne Delight about 11:30 AM, she was overwhelmed by the pungent odor coming from the factory. She was glad that her call could be short and that they would go to lunch.

Unfortunately, "Chick" Little's plan was different than hers. He greeted her in his office and immediately suggested they tour the plant before lunch. He opened the door to what he called his "kitchen" and the odor of dog food rushed at Candy. It took all of her will power to continue the conversation without showing signs of the distress that she was feeling.

To her amazement, in the middle of all of the equipment, noise, smells, and factory activity was a large table set with white tablecloth and lovely china. Just as they approached the table, Mr. Little said proudly, "I like to entertain in my 'kitchen,' so we will be having lunch here with several of our employees who are alumni of your college."

Candace Kain thought, "Oh, well, it is only one meal out of my whole lifetime. I can do this." In the end she was thrilled, because Mr. Little and four of the alumni agreed to endow a scholarship.

◆ ◆ ◆

The Power of Corporate and Foundation Giving

> "The programs they support will be new and imaginative,
> projects that differentiate your institution from the rest."
>
> (Gregory in Murphy, 2000, p. 28)

Giving by individuals makes up the lion's share of funds raised; in 1999 75.6 % of contributions were made by individuals (AAFRC Trust for Philanthropy, http://www.aafrc.org/CHAR.HTM). However, gifts from corporations and foundations, which constituted 5.8 % and 10.4 % of contributions in 1999, can be large enough to provide the dollars needed to fund your dreams.

"Total giving by independent foundations, including family foundations, shot up an estimated 24.5 percent in 1998 on top of a 15.5 percent gain in 1997" (The Foundation Center, 1999, p. x). Foundation giving grew significantly in the 1990s, reaching $19.5 billion in 1998. Needless to say that's a lot of dollars to fund big and small dreams alike.

As the quote at the outset of this chapter implies, corporations and foundations seek to support new and exciting endeavors. One example of the kinds of exciting and high-impact projects that foundations seek to support is the Hewlett Foundation Pluralism and Unity Project. As is noted on the foundation's website (http://www.hewlett.org/grants/education/pluralismandunity2000guidelines.htm), Hewlett

> began in 1994 to make grants to colleges and universities that are willing thoughtfully to address issues of diversity and social cohesion in the frame of their own institutional histories, circumstances and goals. Forty-two two-year grants and thirteen three year grants have been made to-date.

Programs have been funded at primarily four-year institutions, though both public and private colleges have received support. One example of the many programs funded was Bard College's $100,000 two-year "Building the Village" project, one aspect of which included creation of a *Diversity and Inclusion Board,* a strategic planning board charged with "developing a plan for building cohesion and respecting difference in our community." Bard also used funding to award "mini-grants for diversity projects to student organizations with a faculty or staff advisor," to create the "Dismantling the Mask seminars, which allow students and faculty to connect scholarly research with personal experiences about contemporary and historical diversity issues" and to fund several other exciting projects.

Corporate and Foundation Funding Opportunities

There are multiple types of funding opportunities from corporations including the following:

- **Outright Gifts**—similar to grants made by foundations, corporations provide direct funding for a specific project.
- **Sponsorships**—support for the basketball team, band, or an event that is specifically directed to that activity or program. Corporations expect some form of public recognition; for example, an ad in a football program or ability to post signs in the student union.
- **Contracts**—"a contract clearly outlines what a company expects in return" for its contribution. "It may set milestones that must be met by a specific date, give the company certain rights to resulting inventions, or request a delay in the publication of findings." (Gregory in Murphy, 2000, p. 32). Be sure to share draft copies of contracts with your institution's legal counsel.
- **Loaned Executives**—members of the management team or other employees volunteer to speak in a class, serve as mentors to students, or serve on an advisory committee. Some companies will direct support to organizations that use loaned executives, a sort of "voting with their feet" way of directing contributions.
- **Matching Gifts**—many large and some small corporations will match gifts made by their employees to their alma mater. In some cases the match is dollar for dollar, in others it may be two dollars for every dollar given (and in a few cases, even more). Note: Some companies specifically prohibit use of matching gifts for athletic programs.
- **Cause Related Marketing**—"the process of making gifts to a not-for-profit based on the amount of products or services purchased by an organization's constituency" (Sheldon in Rosso, 1991, p. 232).
- **Product or Equipment Donations**—Companies like Hewlett Packard donate computers while others may contribute products that they manufacture.

Foundation giving takes fewer forms than corporate giving. A foundation typically has one pot of money from which grants are made, though many support specific types of institutions or particular programs, such as diversity, health and wellness programs, and so on.

There are several types of foundations. You will most likely be seeking grants from independent foundations, though some cities have significant community foundations that may be a source of support.

Types of Foundations

- **Independent**—"'private foundation' whose primary role is to meet the needs of the not-for-profit community through grants" (Sheldon in Rosso, 1991, p. 244).
- **Operating**—do not accept applications for funding. They "are established by charter to fund specific research or other programs" (Sheldon in Rosso, p. 246).
- **Corporate**—are "established by companies" . . . but "run separately and independently" (Sheldon in Rosso, 1999, p. 244). Corporate foundations are typically managed like independent foundations, with a staff or board that reviews proposals and determines which organizations will receive funding. Corporate officers or executives may serve on the board and could be of assistance in securing gifts.
- **Community**—"represent the resources of a large number of donors rather than one individual or family" (Sheldon in Rosso, 1991, p. 245). Community foundations may have multiple funds that support a wide variety of organizations. Some donors may choose to make a gift to your institution via a community foundation so that there is oversight of contributions from outside of the college or university receiving them.

Questions to Consider

The first step in the grant seeking process is to identify corporations and foundations that are interested in the projects for which you seek funding. The "Prospect Worksheet" (The Foundation Center) in Appendix C will assist you in tracking the responses to these important questions that you should ask yourself about prospective funders (Based on "Questions to Ask About Grantmakers," previously found on The Foundation Center website.):

Does the foundation/corporation fund projects similar to the one for which you are seeking support?

Some organizations are interested in funding a wide range of projects, while others have very specific interests. Make certain that the corporation or foundation supports the type of project for which you are seeking funding.

Does the foundation/corporation make gifts in your geographic region?

Many corporations fund projects in communities where they have a presence; for example, the company is headquartered in the city or a significant number of employees live in a particular town.

A number of foundations fund on a national level, but many give in a specific community, state, or geographic region. Before sending a letter of inquiry or a proposal make certain that the funder is making gifts in your area.

What level of funding are you seeking, does the corporation or foundation make gifts at that level?

Directories of corporate and foundation giving list the size of gifts made each year, typically providing a range such as $5,000–$10,000 and a largest and smallest gift amount. You will also find a list of the grants made. Hint: Check all of the figures given. While the range of grants made may be between $5,000–$10,000 the funder may have made a much larger grant, say of $150,000, to a particular organization or cause. That may signal a special interest on the part of that funder for making larger grants to support specific issues. If that cause is the one for which you are seeking funding, this organization may be one with which you want to have a conversation.

What limits does the foundation have on giving (for example, only to private colleges)?

As with geographic regions, make certain that there is a match between your institution type and the types of institutions funded by the foundation.

How many gifts has the funder made to institutions of your type and for what projects?

Foundation directories offer a gold mine of information for understanding what types of institutions and projects have been of the greatest interest to a corporation or foundation.

Will the funder support all, or only part of a project?

Some organizations expect grant seekers to raise funds needed from several sources. For example, the Kresge Foundation provides challenge grants to institutions to fund construction projects. However, you must raise funds from other sources to be successful in receiving a grant.

Cultivating a Relationship

Cultivating relationships with corporations and foundations differs from working with individual donors. The following are steps you can take to cultivate the interest of a corporation or foundation in your institution and your project.

1. Read the *program guidelines* (see directories/websites/annual report) to identify organizations interested in your type of institution or project.

2. Check on *previous gifts/institutional history* with the foundation or corporation (fundraising, academic affairs, student affairs—particularly career development office).

3. If requested, send a *letter of intent* that briefly describes your institution, the program for which you are seeking funding, and the amount of the request.

4. *Call to request a visit* to discuss the program in detail.

5. *Visit the foundation or corporation.* If invited to visit with corporate or foundation officer, consider carefully which staff members should participate in the visit. Some organizations will want to meet your president, while others will want to speak with those who will carry out the work. Keep the group small, just two or three people. Plan your comments in advance to be certain that you cover all of the points that you want to make and that you receive answers to your questions.

6. *Schedule a site visit by the program officer.* If an organization has a particular interest in your college and the proposed project, she or he may be willing to travel to campus to observe the program and meet with the people who would benefit from a grant. Plan such visits to provide the officer with maximum exposure to key people who endorse the project and those who will carry out the work. Be sure to include students unless the program officer specifically asks you not to do so.

7. *Periodically send information about your institution or program to the foundation or corporation.* If your institution issues a report on a specific aspect of your programs; for example, alcohol use and abuse, diversity, athletics, and so on, share the news with foundations and corporations that have funded projects related to the issue. Be certain to clear these mailings with your corporate and foundation relations or development office.

Where possible, engage key alumni, parents, and friends in the cultivation and solicitation process. When you have a connection with a corporate or foundation officer, work with that individual as you would any other prospect. Engage her or him in the life of college or university, acquaint him or her with the project that you hope the organization might fund (remember involvement leads to investment).

If you know that your contact is highly placed in a company or foundation, ask if he or she would be willing to take the project to the corporate or foundation board on your behalf. Remember there are hundreds of worthwhile programs and a finite number of dollars to be distributed. There can be no better situation than to have an advocate at the table when funding decisions are made!

One final hint: Do not forget corporate recruiters who may have been visiting your campus for years seeking bright graduates to hire for entry-level positions. They may be able to assist you in making contact with decision-makers in the corporate foundation or the corporation. However, make certain not to promise recruits in return for contributions.

Proposal Writing

Proposals may take the form of a one- or two-page "letter of inquiry" or a multi-page document describing your institution, the project for which you are requesting funding, the process for evaluating the project's success, and the amount of your request. The corporation or foundation will likely have guidelines in which they describe the type of proposal to be submitted. Be sure to familiarize yourself with and follow these guidelines, making particular note of deadlines for submission.

Proposal writing is both an art and a science. Your institution may employ a full-time proposal writer, or your corporate and foundation relations officer may serve in this role. If assistance is not available on campus, you might hire a freelance proposal writer. Keep in mind that ethical standards of the profession prevent writers from accepting a percentage of a grant as payment for services. Writers are typically paid a flat fee per proposal or by the hour.

If you find yourself serving as cultivator, solicitor, and proposal writer, check the Foundation Center website for information about proposal writing. If you would like to hone your proposal writing skills, you might consider taking a course offered by the Grantsmanship Center (http://www.tgci.com). You might also visit the Foundation Center website (http://www.fdncenter.org) for helpful information about proposal writing.

Stewardship

Hooray, you got the grant! Do not forget to recognize the foundation or corporation for their contribution. Be sure to check with the organization first to seek their guidance, as some prefer anonymity and others will want to review press releases before they are issued. Where appropriate, prepare a press release and share the news on your institution's website, in your alumni magazine, and in campus publications. Do not forget to invite foundation or corporate officers to visit campus while the project is underway or when it is completed to observe the outcome. While stewardship is the end of this process, it is also the beginning of the cultivation process for the next gift.

My True Story

Yes, You Can!

Cheryl Callahan
Associate Vice Chancellor for Student Affairs
University of North Carolina
at Greensboro

When our vice chancellor of 25 years retired from The University of North Carolina at Greensboro, we wanted to do something very special for him. So, a few of us decided to endow two scholarships in his name—one in student leadership and one in athletics. Some of our colleagues in development didn't believe that we could do it, but we were determined, and so off we went to solicit current and former colleagues and former student leaders. We also approached students from the Class of 1971 (which happened to be my graduation year) who had a special bond with the vice chancellor, as he had lead us through the tumultuous times experienced by all in the late 60s.

In addition to identifying individuals who knew and worked with our vice chancellor, we sought the support of key leaders in the Greensboro community who were long-time supporters of his and who had worked closely with him over the years. We solicited former student leaders and retired faculty and staff by mail and telephone. Current students, faculty, and staff were solicited in person.

We were thrilled when we raised $75,000 in three months and used the funds to endow one scholarship at the $50,000 level and another at $25,000. These endowments have continued to grow over the past four years, as new gifts are contributed. The beauty of the challenge is that the goal was self-imposed, and we met it in a short three months! Three students receive awards each year thanks to the tireless efforts of those seeking gifts, and thanks to the generosity of many donors. Through this experience, I learned that asking for contributions can be relatively easy, particularly when you know that the people being asked feel a direct connection to the cause. What's more, it is possible to do something that you've never done before!

Chapter Exercise

Objective:

To develop an understanding of the process for seeking support from private foundations and about the many details that must be in place regarding a proposed program before seeking external support. The exercise will also provide the participant with first-hand knowledge about web-based and other information about prospective funders and about the elements of a successful proposal. Finally, this exercise will prepare you to move forward efficiently and effectively to seek support from a foundation should the opportunity arise.

Instructions:

As with other exercises in this book, this one will require you to seek the assistance of a member of your institution's fundraising staff. First, check on your institutional policies about working with the staff member responsible for seeking support from private foundations. This person's title might be director of foundation relations, director of corporate and foundation relations or, in a small shop, major gifts officer.

Unless you must seek the approval of the VP for development or the DOD, ask the director of corporate and foundation relations to share with you information about the process used at your institution to seek support from foundations. Discuss specific programs or projects for which you might wish to seek support from a foundation and ask the staff member if there are foundations that are interested in these projects. If the director shares foundation names with you, ask for the URL for the organization's website and other information, such as annual reports, that the fundraiser can provide. Review these documents so that you can begin to understand what is important to the foundation.

Finally, you might ask the director if she or he would share with you copies of a successful "letter of intent" and/or a full proposal. If you believe that you will soon have the opportunity to seek external support, ask the director if he or she would work with you to develop a draft "letter of intent" or proposal to the foundation. Even if you are not quite ready to seek support, if the staff member is willing to work with you, having these conversations and writing a draft proposal will better prepare you for the proposal writing process should an opportunity arise.

CHAPTER

6

PROSPECT RESEARCH AND IDENTIFICATION

A FUNDRAISING FABLE

Even the most careful development officer misses a research clue now and then. That's what happened to Ima Willen (pronounced I'm a-willin') when she planned a luncheon as part of the cultivation activities for Shorten Sweet, a major donor. The location was carefully chosen, the guest list reviewed infinitum, the meal impeccably served, and a short talk delivered superbly by the president of Andunder Academy. It was to be a perfect event. Everything went according to plan, except Shorten did not eat.

Ima returned to campus and all the staff gathered anxiously to hear about the luncheon. Ima ended her account with, "But, Mr. Sweet hardly ate." Katherine T. Grate, who was in charge of donor research, asked, "What did you serve?" The response, "The most delicious beef tenderloin. You know we wanted it to be special."

Katherine T. looked stricken. She bowed her head and confessed, " I am so sorry. I forgot to point out to you that Mr. Sweet is a vegetarian!"

Ima hesitated for just a moment and then patted Katherine T. on the shoulder, "Don't feel badly. I should have read the file more carefully. Let's both be more careful the next time."

In development, it is critical to operate with a measure of both art and science. With this team at Andunder, the art of creating the perfect event got in the way of checking out all the science of research.

⁂

Identification: An Art and a Science

Like any science, there are basics to successful development. Those basics are so simple, so definite, that they can be written as an equation. Learn this equation, do your homework in filling in the components, add some creativity and success is within your reach.

$$D = (I+C+S+S+)<c$$

Development = Identification + Cultivation +
Solicitation + Stewardship is greater with creativity

It is important to understand that this equation includes both science and art. In addition to the identification, cultivation, solicitation, and stewardship of prospects and donors, this is also the time to let your creativity shine. Already as a student affairs staff person, you have used your own talents, skills, and experience to establish programs that are new and innovative. Often you may have planned in a practical, systematic mode and executed the plan with your own artistic touch. Today more than ever before, this combination needs to be possible to keep up with our fast-changing world.

It is obvious that we cannot ignore the power and the potential of using the computer. Yet, fifteen years ago we did most of our jobs without its miracles. Today we have some students starting up their own businesses while still sitting in classes—a few selling them for large amounts of money. In a relatively short time, our "clients" have become more sophisticated and even jaded. For us to be a benefit to them, our own approaches must be creative to keep their interest and respect. It is the same with potential donors. They have grown beyond the automatic and rather mundane fundraising of an annual request. As we proceed, remember to see yourself as a significant part of the equation—a systems scientist and a creative artist—because you can be!

In chapter one you have already been introduced to the four basic parts of development that are the focus of the equation. All four, identification, cultivation, solicitation, and stewardship, were suggested for your use to "sell" the concept of fundraising for student affairs. Your plan for securing outside resources for student affairs will follow the same track that has already proven successful for you.

Identification of prospects to fund projects can take a variety of forms. There is hardly a minute of the day that can be excluded as a time to hear about, see, read about, or be introduced to a potential donor. The key is to stay aware and be open to new information that can add to your list of people to get to know better. Identification is simply the willingness to do research to build your prospect pool.

Research

> "Research can help fundraisers work more efficiently and effectively by telling them who to see and how much to ask for. Research increases the potential for success."
>
> *Shelby Radcliffe McClintock, Director of Prospect Research and Management*
> *Bucknell University, Lewisburg, Pennsylvania*

Prospect research, whether it be focused on individuals, corporations, or foundations, provides information that will enable you as a fundraiser to make key decisions about the use of your time when seeking gifts. Research can provide you with different kinds of information about prospects.

For example, you may have a plan in place to build a new student union. The research office may be able to provide you with lists of prospective donors who were active in student organizations that were housed in the union and used it as a hub for their activities. People who belonged to these organizations may have an affinity for the project and may make excellent prospects.

Research can also provide in-depth information about a prospect's career history, philanthropic interests, and ability to make a gift at a specific level. If you discover that one of those people who frequented your student union is now the head of a Fortune 500 company, you may well place her at the top of the list of people to discuss the student union construction project with.

After gathering information about a prospect, a researcher may assign a "rating" to him or her. A rating is a numerical or other value placed in the donor's record that indicates her or his ability and/or inclination to make a gift. For example, you may choose to rate donors A, B, or C based on their inclination to make a gift to your college. Those most likely to make a gift might be rated A, and those who are definitely not inclined to make a gift a C. The B's may be folks who you think might make a gift, but who you need to get to know better. Numeric ratings may be tied to specific dollar figures; for example, a person capable of making a gift of $1 million or more might be a one, a person able to make a gift of $500,000 to $999,999 a two and so on.

Identifying and rating prospects enables fundraisers to target a specific group of donors to be visited. Research and ratings, while not infallible, are an important first step in identifying prospects who, with proper cultivation, will be more likely to make a gift and who have the capacity to make gifts that will help fulfill a specific fundraising goal. If you plan to raise funds on behalf of your division, be sure to talk with researchers and fundraisers about the rating system used at your university, it will be time well spent.

Proactive Research

Proactive research helps fundraisers identify the best prospects to approach about a project. For example, you can scan newspapers, the alumni magazine, and other sources for news about parents, alumni, and friends of the university. The story that you read may tell you specifically about a prospect's interests in young people or in higher education. Or the story may tell of a promotion, share news about a company that the alum just took public, or of some other event that would increase the capacity of the prospect to make a gift to your institution.

A little proactive research might have been of assistance to Ima Willen (see beginning of this chapter) ensuring that her meeting with Mr. Sweet ended on a more positive note. Assuming the information that Mr. Sweet was a vegetarian was known (and it was to the prospect research office), Ima could have been spared the awkward scene had she thoroughly reviewed his file and checked with staff regarding their knowledge of Mr. Sweet before she planned the luncheon.

Reactive Research

Reactive research is typically done following a visit with a prospect. For example, over dinner with Sally Sue you learn that she has just been promoted and is now one of the top five officers in the Fortune 500 company at which she is employed. Sharing information about Sally's promotion with a researcher when you return to campus may lead to the identification of information that will enable you to build a more complete picture regarding Sally's total income (both in salary and stock options). Knowing about Sally's income will, in turn, help you determine if you should ask her to make a gift of $25,000, $100,000 or $1 million.

Reactive research can lead you to take new proactive steps in the future. For example, Sally tells you that, by virtue of her new position, she will be serving on the board of her corporation's foundation. Your research staff can periodically scan the foundation's website to (a) determine if there is a fit between the funding interests of the foundation and (b) to look for an announcement regarding Sally's appointment to the board. If there is a fit with the foundation's funding priorities and your institution's needs, when Sally begins serving in her new role you may want to visit her again to ask if she would be a vocal advocate if you were to seek a gift from the foundation.

Researchers—An Integral Part of the Fundraising Team

"Do not reinvent the wheel" (Shelby McClintock). Researchers are an intergral part of the fundraising team, providing information that can help you efficiently and effectively manage the fundraising process.

Researchers may also serve as gate keepers for prospect management. Researchers will likely know if other fundraisers are currently working with, or are planning to approach a particular prospect. Therefore, consulting the research staff before you approach a prospect can help you avoid taking time pursuing a prospect who has already been asked for a gift or from stepping on the toes of other fundraisers who are working with that individual.

Do keep in mind that the research staff probably has to set priorities for fulfilling research requests; for example, research on prospective members of the board of trustees might be at the top of the list, followed by research about major gift prospects, which is then followed by research about corporations and foundations. And prospect research offices tend to be small, sometimes having a part-time researcher or only one full-time staff member. You may have to "take a number" in order to get your requests filled, but good research is worth waiting for.

A Word of Caution

Like information that you gather when talking with a student who is experiencing academic difficulties, or who has been sexually assaulted, information gathered about prospects can be sensitive in nature (children's problems in school, illnesses, etc.) and must be treated with care. For example, it would be appropriate to note in Mr. Sweet's file that he is a vegetarian, but not to outline the details of his recent, acrimonious divorce.

Student affairs fundraisers should uphold the confidentiality of information shared by prospects as they do with students. Be sure to familiarize yourself with your institutional policies regarding privacy of research information and procedures for placing information in, or taking information from, prospect records (paper or computerized files).

Summary

Like fundraising, prospect research is a skill and an art. The skill involves knowing where to find information about prospects, the art comes in knowing what information is useful and when enough is enough. Even if your research office can only provide you with limited services, work with the staff to understand the benefits and limits of prospect research. Properly done by, or in conjunction with, professional researchers, prospect research can enable you to more efficiently and effectively meet the fundraising needs of your division.

My True Story

Dare to Dream

Jim Bauer
Dean of Residential Life
and Auxiliary Services
Willamette University
Salem, Oregon

For a year-and-a-half I have been working with students to develop plans for a new recreation center. The plan was one part of a two-part project, which down the road, would involve development of a new campus commons building as well. We had identified a foundation that we believed would be a good prospect and were preparing to submit a proposal.

As planning moved forward, a call came that I will not soon forget. It was the president of the university asking if I had time to give a couple of prospective donors a campus tour. Always being willing to visit with folks interested in Willamette, I agreed immediately. While touring with the alums, a brother and sister who graduated from the university over 50 years ago, I shared our vision for the campus and discussed student life in the 90s. The tour closed when I dropped them off at the office of the vice president for development.

Later that day, I spoke with the president about the visit. I learned that these wonderful folks weren't interested in the recreation center project. Needless to say, disappointment began to rear it's ugly head. However, little did I realize that these alums did not have a lack of vision, they just thought that ours was not big enough! These folks, who had enjoyed student life so many years ago, wanted to make a real impact on students' lives. They wanted to fund a much larger project! I had no more time for disappointment as I headed to back to the drawing board to develop plans for a new university center/commons building (five years ahead of schedule).

The moral of this story is, you may have identified a prospective donor, but you may not always be sure just how far that person's vision extends. Sometimes our vision is too modest because we fear to propose in writing the very things that would have the most exciting and wonderful impact on the lives of our students. So dream your dreams, who knows, the dollars may one day come.

Chapter Exercise

Objective:

This is a two-part exercise, designed to better familiarize you with the degree to which research can assist fundraisers in more effectively identifying individuals who have the capacity to make a gift. It will also help you understand the challenges faced by development researchers, many of who are the sole staff member or who have other responsibilities in addition to completing research.

Instructions:

Part one is like other exercises in this book, in that we suggest you visit with a member of your development staff—in this case, the person responsible for prospect research at your college or university. Ask her or him the following questions:

1. What types of prospects do you research—individuals, corporations, and foundations? Do you primarily focus on major donors or do you also do research on prospective board members?
2. To what degree is the research effort focused on proactive research (identifying prospects) or reactive research (following up on information gathered by fundraisers)?
3. Is there a system in place for rating prospects, and if so, what rating formula do you use?
4. Is the research office responsible for prospect management, and if so, how does the process work?
5. What policies or procedures are in place to protect the confidentiality of information gathered about prospective donors?
6. If I wanted to raise funds for the student affairs division, what types of services could the research office provide and what is the process for requesting your assistance?

Part two of this exercise involves familiarizing yourself with research tools available on the Internet. It is recommended that you first visit the home page for the Association of Prospect Researchers for Advancement (http://www.aprahome.org). Here you will find information offered by experts in the field of advancement research. Another helpful site to tour is that of The Foundation Center (http://www.fdncenter.org), which provides a multitude of links to corporate and foundation websites. Internet Prospector (http://www.internet-prospector.org) provides links to sites providing information about corporations. You will find information about organizations and individuals on Northern Light (http://www.NorthernLight.com).

Allow yourself 30 to 60 minutes to surf these sites so that you can come to see not just how much information is available, but to develop a better understanding of the challenges researchers face when trying to efficiently and effectively sort through a wealth of information to find the most valuable nuggets that might help lead you to garnering the dollars that you need to fund your dreams.

CHAPTER

7 CULTIVATION

A FUNDRAISING FABLE

Pharr Outt had been a development officer for Wunderland University for five years when he was asked to work with the class celebrating its 50th reunion to raise significant funds for a class gift. Pharr was excited about this new assignment. He already knew several of the men, having visited in their homes and invited them to sports events on campus. He proceeded to meet with the class leaders he did not know to begin building valuable relationships.

Mr. Fairlie Poplar was chosen the chairman of the endeavor and asked Pharr to set up a lunch for the committee to meet. As the development officer, Outt put together a plan of proven tactics for raising major gifts and sent it to Mr. Poplar so he would have time to review it and discuss it before the meeting. Pharr did not hear back from him except that he hoped all was ready for the lunch. He would arrive in town just in time for them to gather.

All went well as everyone got reacquainted and enjoyed the meal. Pharr was pleased and confident when asked to talk about the class gift concept. He finished his presentation and turned to Mr. Poplar for questions or comments. The alumnus stood up, took a stance and proceeded to present a plan that started with sending post cards to all members of the class asking for a dollar for each year since they had graduated and ended with saying that he did not want to bother the class members, so he did not want any follow up after the mailing. He was sure they would send checks.

Pharr was shocked. The vice president had been talking about a class gift of no less than $500,000 and if every class member sent his $50 (and they would not all do that!), there would be only $15,050. Feeling good about the relationship he had been nurturing with Mr. Poplar, Pharr asked quietly, "Sir, could I respond and tell you why my plan is somewhat different than yours?"

The alumnus looked across the table, locked his gaze on the development officer and said, "Young man, when I want your opinion, I will give it to you!"

Knowing this was not the time nor place to continue the discussion, Pharr Outt nodded his head and made a note to see Mr. Poplar later when the two of them could talk privately about the art and science of successful major fundraising.

⁂

When the hard work of identifying and researching prospects is done, the next step is your track to success. Getting to know prospects can be an adventure but not getting to know them can be a disaster. The simple development process is the same whether you are creating your strategic plan for cultivation of a parent, alumnus, friend, corporation, or foundation.

Cultivation is merely a short or long series of actions to complete a successful solicitation within any constituency. With development officers, these actions are often referred to as "moves." As you plan your strategies toward solicitation, each time you are in touch with your prospect, it is referred to as a move.

With individuals, you will be governed only by your institution's development process and the personality of the individual. In all situations, your job is to establish and nurture the best possible relationships with prospects. If done well, it will lead to benefiting your students and can also build your status as a development officer.

STOP AND THINK!

Check your memory. In Chapter 1, the Development I*s* were listed with a short meaning of each. Fill in the correct "I" word (incentive, interest, involvement, investment) that matches the following phrases:

_______________ Creating opportunities to learn more about your goals and dreams

_______________ Offering ways to become a participant in your operation

_______________ Identifying and articulating the reason(s) to give

_______________ Developing options to give so it is a win–win situation

Note: Check out your answers in Chapter 1!

The Development Is:

- * Incentive
- * Interest
- * Involvement
- * Investment

The Development Is

Consider the Development *Is* as your outline for effective cultivation. Your first task, to have the *incentive* for prospects to respond, is mostly done. Review the needs and future programs that were included in your case statement and make a match with what you have learned is important to each prospect. Those priorities should be what you will suggest to a funding source. The critical task is presenting those needs as an appealing and compelling opportunity for the prospective donor.

Encourage *interest.* Invite the prospect to become a volunteer member of the team preparing for the right time to ask for a gift that will match with his concerns, goals and ability to give. As you find new prospects and move them to becoming donors, you can build long-term relationships that will become as legendary as your institution's major donors of the past.

To make this work and to create *interest,* it is the job of the development officer to know enough about prospects to make the best match. Your research can show what other organizations they support, business and community activities in which prospects participate, and where their families have been active. All of these clues will help determine what project(s) to choose.

One way to increase prospects' interest is to ask for their input on how a project/program can be improved, accomplished or fit into their corporation or organization. Doing that through individual meetings, focus groups or by serving on a committee can easily get prospects' *involvement.*

A natural second step to assuring involvement is to establish a Student Life Volunteer Development Council. Putting together this team is a win–win situation for you and for the people you recruit. They have an opportunity to become an integral part of helping to mold the future of your institution and students by being willing to share their time, talents, and material support. You have an opportunity to become more knowledgeable of the general community, prospective contributors, and to benefit from others' expertise. Note: See mission and objective of the Student Life Volunteer Development Council in Appendix G.

The prospects may feel an immediate connection or this involvement may be the first step to drawing them into your plans. You will find that often people have been waiting to be asked to join the team. Their concept of partnerships with not-for-profits has probably been evolving the same as the formal development operation has been evolving.

As recently as the late 1970s, many institution's only "development officers" were the alumni directors who were bold enough to do the job. Because that was not their primary job and because there were fewer options for securing resources, the task of fundraising barely was mentioned on their job description. Both heightened needs and an emerging profession called development created an evolution in academic institutions.

About the same time, when this movement to more concerted development emphasis was being accepted, a method of marketing products was offered to non-profit organizations. It was tagged "cause-related marketing" and it immediately began to change the fundraising focus. As is often said, "The rest is history."

Seeing this commercialization of philanthropy, an experienced vice president for development at a well-known institution sadly predicted, "This broadening of the charitable giving concept is going to change how we do our job. Charitable giving will lose its 'purity.' Donors will want something in return." What he did not foresee was all the opportunities it would *add*. There is still "pure" relationship-based philanthropy and there is "pure" dollars and cents, bottom line fundraising. You can take advantage of both as you proceed with your plans to secure valuable resources from individuals, corporations, organizations and foundations.

When considering the diverse prospect constituencies that are available for student affairs involvement, always review your closest campus constituencies first. If there are parents not already being cultivated by other development officers, consider them a serious market for your program. Asking current or past parents to be a part of an important project may intrigue them later to say "yes" to being on a committee, sharing their expertise, or accepting a student to be an intern in their business. These are easy first steps in cultivation toward a gift.

……

STOP AND THINK!

Use your creativity. Following are several suggestions to encourage prospects' interest in your plans. After reviewing the list below, note possible people who you know who would respond to become involved in that way. Then list other project/program suggestions that are appropriate for your campus and people who would say "yes" to your invitation.

* Invite prospect to campus for a play and to meet the cast: ____________________

* Ask an alumnus to serve on a search committee in student affairs: ____________________

* Recruit prospect to help plan an ethics lecture series on campus: ____________________

* Request that successful corporate leaders speak to a group of students about their experiences and what they have learned beyond college: ____________________

____________________ : ______________________________

____________________ : ______________________________

____________________ : ______________________________

____________________ : ______________________________

……

As you design your cultivation plan, do not forget how important students can be to the team. Many students will enjoy working on a fundraiser, serving on a committee to establish a new tradition on campus, or being on the team to call on a prospect. Having students involved is a very strong message to prospects that the students see the value in helping make things happen. Of course, you also offer the educational benefits that the students are learning and polishing life-long skills by working with professionals. In return, involved students are usually relaxed and ready to be effective marketers. As you have long known, they are the best advertisement for your institution.

Tips on Building Prospect Profiles for Cultivation

Both the enjoyment and the success of your development effort relies on assembling information and building relationships with people who share your interest in the next generation. Designing your cultivation strategies depends on having good information that can be based on earlier and on-going research (see Appendix C: Confidential Summary).

After you have done the homework of documenting your student affairs needs, thus creating the incentive for possible donors, turning your attention to generating involvement will include growing your prospect list and adding to the profiles. Getting this information can serve two purposes: securing the facts you need *and* involving people in your plans. Almost everyone likes to be a part of making a difference and being considered significant to success.

Even before you get others involved in helping to build prospect profiles and to assemble worthwhile information, take time to investigate what public information is available to you. Because you are looking for clues to how well your prospects match your objectives, you should allow yourself (or your institution's research department) enough time to look in several sources. It is also effective for you to know as much about your prospects as possible as you speak with others. It helps you to have a solid perspective for making judgments about whom you will pursue.

To discover clues for individuals, some resources are obvious, some need to be ferreted out and others lie right out in the open for you but you have not seen them previously in that relationship. The obvious includes: alumni records, *Who's Who, Martindale-Hubbell Law Directory,* clubs and organization membership directories, lists of donors to other philanthropic endeavors, and so on. Those needing to be ferreted out include many books: biographies and autobiographies, *People in Philanthropy, Wealth Holders of America,* and so on. And those publications that are omnipresent include: local magazines, daily newspapers (especially business section), corporate annual reports, business magazines, and so on.

To assist you in preparing for effective cultivation and solicitation of corporations and foundations, there are different sources for you to use to seek information. Some of the following suggestions may already be on your campus in the development department, constituency research or the library. Some will be available on the Internet. As you find sources that you learn are rich with facts to help you do the job, create and keep a list of the publications and sites you may use again. In addition, when securing information, check out other avenues that are outside your own institution.

Examples of sources of knowledge related to corporations are: *Taft Corporate Giving Directory, SEC Filing Companies-Public Disclosures, Forbes* magazine, *Quantus Compendium of Directors,* and so on. Examples related to foundations are: *America's Invisible Foundations, The Foundation Directory, Taft Foundation Reporter,* and so on.

As you get to know about the people you have identified as potential advocates and supporters for the cause, you will discover that action plans for cultivation will begin to fall into place. Following are several suggestions for building prospect cultivation profiles:

Cultivation Review Group

- Assemble a small group (not more than 10) of staff and volunteers who have wide-reaching contacts and will know about people's interests, concerns, who are their peers/colleagues/friends, and who they already support with their time and money.

- When you invite the group, note that the meeting will be for not more than one hour and a half and keep your word! Keeping the group on track and preventing conversations that simply wander are your responsibility. So be a good leader. You probably will not complete the list but if necessary, you can ask the group to meet again. Remember that these meetings are also a cultivation move. You are getting everyone who is participating more involved with your objectives.

- At the meeting of the group, present a list of prospects (not more than 50 with about 60% being individuals, 25% corporations and 15% foundations) that you have already identified. Discuss each person, corporation, or foundation on the list one at a time.

- Record all new information, which will become part of your permanent file. The information can vary greatly from business ties to families to funny stories someone will mention. Note it all and decide later what is of value. (Note: If you can have an assigned person to do the actual note taking so you can concentrate on the conversations, it is advisable.)

- When gathering information, have available a rating key (described in Identification Chapter) and suggest that a potential "ask" amount be recommended for each prospect (e.g., A= $100,000 and above, B= $50,000 to $99,999, C=$25,000 to $49,999, etc.). The accumulated opinions will help the solicitor to understand the amount of gift that is possible for the prospect. Remember the levels of potential gifts are only examples. These amounts can be set according to each institution. An A gift could be $25,000 to $50,000 or more than $1,000,000.

- Ask who might be the best contact for each person reviewed. This will save a lot of time later when you are putting together your cultivation and solicitation plans.

- Thank everyone who has participated and tell them you will be in touch as you build your development program.

- With the help of your note taker, after the meeting, enter the information into your permanent files.

- Use the information you already had and this new information and create your top priority action plans.

Collecting Public Information

- Become a sleuth! Read all available publications with "a development eye." When reading your daily newspaper, alumni news or local magazines; note what people are doing, what they support, what they have to say about issues that relate to youth and education. Your next donor may be right there sending messages to you.

- Clip or copy the articles for your file and to use as part of your action plans. (Note: An easy "move" is to send a copy of the news piece to the person. Include your card and a short note, "Great to see what you are doing for .... etc., etc." This shows the person that you appreciate their efforts. It may give you an entrée later.)

- Listen when conversations include anecdotal information about persons that you have identified as prospects/donors. Remember to add what you hear to your files to enhance your prospect profiles.

- Use the information to help mold your on-going cultivation plans.

> "Traditionally, student affairs vice presidents have been reluctant to enter the world of advancement. However, in today's climate of limited state resources for public universities, it is imperative that student affairs becomes an active participant in many kinds of development activities."
>
> *Dr. Helen L. Mamarchev*
> *Vice President for Student Affairs*
> *Illinois State University, Normal, Illinois*
>
> ILLINOIS STATE
> UNIVERSITY

Tips for Effective and Efficient Cultivation

- **Establish a records and filing system**—It is critical to success to have excellent, detailed files to build your strategies and to conduct a development operation. Initiate the files during identification of prospects and continue them through your thank you for the gift and stewardship of the donor. The foundation of the fundraising process is based on knowledge and growing relationships. Forms should be designed and used consistently to guarantee systematic direction and timely action. (See Appendix J and K: Prospect/Donor Contact Report and Action Plan for Cultivation and Solicitation.)

- **Develop a plan for each major gift prospect**—Do this in writing and be sure that it includes tasks, timeline, person responsible for each task, desired outcome, and is based on the best information collected during the identification/research phase. You are not only creating a plan for today and a map for tomorrow but also a history for the future.

- **Be patient, think step by step**—Cultivation can be a short-, medium-, or long-term effort because each strategy is personalized. It is important that you establish the best plan and not try to speed up the process by skipping the actions that will seamlessly move you from incentive to investment.

- **Continue to assemble new information**—Use constantly changing situations to increase contacts and enhance your basic plan. When necessary, be flexible within the process you have created.

- **Mix and mingle**—It is important that you be seen and accepted in as many social, campus and professional venues as possible. As you are building relationships, it helps to "spontaneously" meet your prospects in their territory. This will make it easier for you to establish mutual interests and open conversations about plans and visions of student affairs.

Note: See Appendix L for Useful Tools for Cultivation Tracking.

A Proven Cultivation Program

Although we have emphasized the value of your own creativity to have a successful development operation, sometimes it is helpful to learn about a project that was designed specifically to have a reason to contact alumni and get them back to campus. Let this example encourage other ideas for establishing productive and innovative programs at your institution.

The endeavor was named The Visiting Alumni Professors Program. It was simple, easy, appealing and it worked! The basic concept was for successful alumni to come back to campus and teach a class on how they got where they were in their chosen field and what they learned about being successful after they graduated from their alma mater. When inviting them to participate, it was made clear that they did not have to remember calculus, French, or even one science; they were simply to share their life experiences.

Who would not want to do that? Perhaps they would become an inspiration to the students who would soon be proceeding on their journey to success. The enthusiastic response indicated that most people invited did want to do that. They considered it a service as well as an opportunity to talk about themselves, their industries and professions, and to be a sage imparting some truly valuable wisdom.

To affirm how important each participating alumnus was to the program, at the end of the day there was an appreciation reception where the president or provost gave framed personalized certificates to each "Visiting Professor." Everyone had an opportunity to share their experiences and rekindle old friendships.

One of the success stories that came directly from this effort was an alumnus who came back to "teach" his class after not having stepped foot on the campus for 40 years! Cultivation was continued and in less than a year, he had been back to his alma mater several times, had given a $100,000 gift to the institution and had stopped in his fraternity house and asked if they needed money. He then wrote the fraternity a check for $5,000.

Alumni Visiting Professor Program

Objective

To get alumni back on campus in a way that makes them feel valued and important, to create an experience for students to learn about successful alumni, to recognize their own potential, to provide an environment for the president and other campus folks to easily meet and get to know alumni who can be assets to the college, and to build bridges among faculty, alumni, administration, and staff.

Format

A one-day annual event that will include a selected number of alumni and faculty to participate in the program. The day will begin with the visiting professor alumni making individual presentations about their life experiences that led to success in their chosen careers and how their education at your institution gave them a solid foundation. Allow time for alumni to see the campus, visit with faculty and other alumni, have lunch and end the day with a reception hosted by the president for all "Visiting Professors" where they will each receive a personalized certificate for their participation.

Plan

- Write a plan for your Visiting Alumni Professors Program that includes the vision, goals, needed staff team, needed faculty participation, needed clerical support, budget, timetable and follow up after Visiting Alumni Professor Day.

- Present the plan to your staff colleagues so you have their input, support and participation. The number of staff helps to determine the number of alumni you can include for the day. Staff is needed to keep in contact with the alumni and the faculty members to be sure all is going smoothly, act as a host the day the "Visiting Professors" are "teaching," follow up to show appreciation, and keep lines of communication open.

- Contact your alumni relations office to discuss how this effort will benefit their mission as well as have the desired effects for your student affairs division. They will probably be thrilled with what you have already done but may also have excellent suggestions how the two departments can work together. Ask the alumni staff to present the program to the Alumni Association Board of Directors for their endorsement. Building this partnership may be the key to having the Visiting Alumni Professor Program become a campus tradition.

- Contact faculty to ascertain who is willing to share the classroom for the visiting professors class (after the first year, a few alumni requested doing more than one class), describe the program, and ask the faculty member to be in touch with the assigned alumnus after response to the invitation has been received. Inquire about availability to have lunch with the alumnus or alumna. (Note: Some faculty set up lunches with the alumnus/na and some students to continue discussions). If this is not possible, the staff person will be responsible for making other arrangements or taking the alumnus to lunch.

- Invite a selected number of alumni each year so you have the right balance between staff, faculty and alumni. Invitations should include the information that all expenses on campus (lunch and reception) are the responsibility of the institution. Travel and lodging, if necessary, are the responsibility of the alumnus/na.

- Assign not more than three alumni to each participating staff person so there is time available for establishing relationships, getting them around campus and assuring that all plans are synchronized.

- Arrange for the end-of-the-day reception including special invitations to other campus folks and develop agenda for the awards presentation.

- Design the personalized "Visiting Alumni Professors" certificates, have them printed, names added and framed. (Note: Your goal is to make it easy to hang, so they will display it immediately in their offices.)

- Enjoy spending the day with interesting alumni and faculty as you build important and long lasting relationships.

- Follow up with all alumni to thank them for their time and effort. Send certificates to those who were not able to stay until the end of the day.

- Meet with the staff (and faculty, if they will come) to review the day, make suggestions for the next "Visiting Alumni Professor Day," and to decide who you want to (immediately or in the future) get more involved with student affairs activities.

- Discuss who could become a donor and be sure that you add all information you learned during the day to your growing prospect/donor files.
- Develop action plans for the alumni who are considered to be serious prospects for further cultivation and future solicitation.
- For the following years, identify other successful alumni to participate so that the circle of Visiting Alumni Professors grows. Also, if you can handle an increasing number, there may be former visiting professors who you want to invite again. Many will be excellent "professors" and a faculty member may want the same alumnus back again.

My True Story

Pie in the Sky?

Barry L. Wells
Vice President for Student Affairs
and Dean of Student Relations
Syracuse University
Syracuse, New York

My first priority after my appointment to vice president for student affairs and dean of student relations was to conduct an assessment of the division of student affairs to determine our strengths and weaknesses and to chart our future course. The absence of a formalized development initiative and the recognition that student affairs needs exceeded available financial resources were immediately identified as material concerns.

I approached our chancellor and senior vice president for university relations concerning the need to increase the development profile of student affairs. I provided a full needs assessment of the division, identifying our development priorities, specifically emphasizing the need to replace lost institutional dollars, improve existing programs, and add new initiatives and programs.

In August 1997, I gave a presentation to the development staff at their annual retreat. To increase development's understanding of student affairs, joint training for development and student affairs staff followed. The development staff was placed on the student affairs mailing lists for newsletters, press releases, and other publications to build relationships, establish dialogue, and share our success stories.

As part of the presentation delivered at the development annual retreat, I promoted a proposal for the construction of a multi-purpose ice skating facility. Given the scope and price tag of the project; I was met with a peculiar mix of shock, surprise, and "pie in the sky" dismissal.

(Continued on next page)

("Pie in the Sky?," continued)

Despite the initial reactions, I believed in the project. It addressed the recreational benefits and multi-purpose utility of the facility and embraced the student affairs' commitment to providing healthy alternative campus activities to enrich the well being of our students. Accordingly, I continued to build support for the idea with the chancellor's office.

Our vision and persistence were validated during a meeting of the chancellor and the associate of the chancellor with Syracuse University alumna Marilyn Tennity and her husband, William. While discussing possible gifts to the University, the ice rink was mentioned. The donors indicated an interest, an interest that translated into support, support that translated into an ice-skating pavilion.

Perhaps the idea was "pie in the sky," nevertheless, belief in the vision turned the dream into reality with the construction of and opening of the Marilyn and Bill Tennity Ice Skating Pavilion in 2000.

Chapter Exercise

Objective:

Keeping in mind the $D= (I+C+S+S)<c$ equation, develop an action plan for Charity R. Shakespeare, whom you will read about in the following article that "appeared" in the social pages of The Atlanta Constitution. Use the Prospect/Donor Contact Report and Prospect/Donor Action Plan forms (in Appendix J and K) to help develop your profile and cultivation approach.

Instructions:

Read the following news clipping and then proceed.

ATLANTA CONSTITUTION
June 21, 2000
Local News Section

Several Atlanta matrons, notably Mesdames Edgar A. Poe, Charles Dickens and Miss Margaret Mitchell left today for New York City to attend a dinner at the Waldorf Astoria Hotel in honor of their former Wellesley College classmate and dear friend, Charity R. Shakespeare, widow of the late William S. Shakespeare, founder of the largest international publishing and paper company, Shakespeare's Words, Before and After, Inc. Mr. Shakespeare's ingenuity has cornered the market from manufacturing paper, publishing books, magazines and newspapers to recycling their products for a second time around. (He got the idea when he married his second wife, Charity).

Mrs. Shakespeare is being honored by the Library Association of America as their person of the year. She is the organizer of the Committee to Put a 24 x 24 Inch Book on Every Coffee Table and the chairman of the lobby for mandatory bookshelves in all new residences instead of fiber optic cable. She is well known in New York circles for her work with Books for the Bookless and College Credits for Every 500 Pounds of Recycled Paper.

Mrs. Shakespeare recently funded the Construction of the Shakespeare Libre Taj Majal in Atlantic City, New Jersey, for those who prefer books to bookies. She has homes in New York City, Atlantic City and a condominium in Westminster Abbey.

YES! Use your wonderful imagination because that is what you will do when you are developing real cultivation moves and plàns. You will have to think out of the box to intrigue potential donors to pay attention to your needs instead of someone else's.

Use Prospect/Donor Contact Report Form (sample form in Appendix J)

1. Note name, contact person, and date of your contact. The contact most probably will be a personal visit, but it could be a telephone conversation that included important new information or progress within the cultivation process that can lead you to another action.

2. Create a story that fits what you learned in the news article about Mrs. Shakespeare's award and how it can relate to your needs and dreams for student affairs (e.g., need for more library space on campus).

3. Fill in your story in the Brief Description section about your conversation with Mrs. Shakespeare or your note to her (keep a copy for the "file"!). What were the important facts you discovered?

4. Complete the imaginary Prospect Response.

5. Add the Next Action to your creative fiction, which leads you to the next form: Action Plan.

Use Action Plan for Cultivation and Solicitation Form (example in Appendix K)

1. To continue your creative fiction, complete the prospect information part of the Action Plan that fits the story that you have invented.

2. Write in your first ACTION (e.g., send copy of newspaper article to Mrs. Shakespeare with a note of congratulations).

3. Add TARGET DATE (e.g., June 25)

4. Add COMPLETED DATE (e.g., June 24)

5. Fill in COMMENTS/RESULTS (e.g., Mrs. Shakespeare called to thank me. I invited her to lunch).

6. From the COMMENTS/RESULTS, create the next three ACTIONS that can encourage her to be more interested and involved as you begin to move her toward investment in your project (that might be helping to fund the expansion of the library that could be named the William S. Shakespeare Wing!).

7. Complete the next TARGET DATES, COMPLETED DATES, and COMMENTS/ RESULTS.

Have fun with this entry into fiction writing and prospect cultivation and see how easy it can be to develop ideas that can connect your prospect to your needs.

CHAPTER 8

SOLICITATION

A FUNDRAISING FABLE

The Reverend P. Ray Forrett (pronounced Pray for It), president of St. Nicholas College, was making a solicitation call on an alumnus with his development officer, Grant Seger. Reverend Forrett and Mr. Seger had met recently to plan the call and determine their roles to ask for a $1,000,000 lead gift to build an addition to the student center. Grant would state the case touching on the important issues of the need for the space, and the good reverend would make the ask. They were ready!

All went as planned until Reverend Forrett was about to ask for the million dollars. The alumnus broke in, "I know you came to ask me for a gift so I have a check for you. I wanted to make this as easy as possible." He smiled broadly and handed the check to Reverend Forrett. P. Ray looked at the check that was made out for $75,000 and made a quick decision.

He tore the check in half and handed it back to the alumnus. "I appreciate your thought, but we want to name this significant addition to your alma mater for you. We believe in you and your business accomplishments. We feel you should be visible at St. Nicholas for generations to come. There is no need to rush this decision. We can meet again when you have had an opportunity to contemplate how important you are to this project and how you can set the stage for overwhelming success."

Reverend Forrett rose and Grant Seger followed his lead. The college president extended his hand to the alumnus and thanked him for his time and interest. The development officer added his appreciation and handed the alumnus a brief written proposal about the new construction. They turned to leave but were stopped when the alumnus said, " Please, have a seat. Let's talk about this again. I do believe my family's name would look great on the new addition."

* * *

Asking for the Gift

It is obvious by now that there is a lot more to fundraising than asking for a gift. After several years being in development, a director of major gifts did a study on how she spent her time doing her job. Surprisingly she discovered that she spent only about 10% of her time actually making requests for support. Research, identification, building records, cultivation, and stewardship of prospects/donors took the other 90%. But without that 10%, she would not have done the job.

Everything that you do to prepare for the ask must be planned and executed with attention to detail, consideration for a prospect's needs, skills to build productive teams, ability to develop a schedule and stay on target, talent for making the right match between student affairs needs and the donor's interests, appreciation for the sacrifice of the donor, and enthusiasm for the cause.

Continuing the Development Is

There is no mystery where all of this building of relationships is going. It is your objective that along with capturing the time and talent of friends, parents and alumni; you are looking for their *investment* in your goals and dreams. How often have you and other student affairs staff heard, "We could do this, if we had the money?" The sad fact is that this is most often the truth. As you assume the development responsibilities for your division, you will strive to eliminate that lament. It is just one of a host of opportunities that you are given in your role. Among many roles, you will be a planner, proposal writer, visionary, listener, talker, mentor, counselor and cheerleader.

The need for those talents will surface when you hear, "I will do anything, but I don't want to ask for money!" This is often the sad cry of board members, committee members and other volunteers. Because the most productive fundraising is done when a peer solicits a peer, it is the job of the development officer to change that attitude from negative to positive. Deciding which of your roles is needed to do that will be part of the fun of securing the next gift. A new happy cry will be created and spoken with pride, "We got the gift!" Everyone likes the feeling of success.

The Fundraiser's Mantra

When all else seems to be failing; close your office door, take no calls, sit quietly at your desk, close your eyes and repeat the Fundraisers' Mantra. Then take that quiet time to begin to plan your next step to success. Sometimes you simply need time to think and refocus on your dreams.

PLEASE, LET ME
FIND THE RIGHT PERSON
TO ASK THE RIGHT PERSON
FOR THE RIGHT AMOUNT
FOR THE RIGHT PURPOSE
AT THE RIGHT TIME

The importance of thinking was not lost on the president of Lehigh University in Bethlehem, Pennsylvania. A young development officer was taking time to think. He had his feet up on the desk, a faraway look in his eyes and a pen in his hand because he had been making brief notes. To his shock, the president walked in! He jumped up and blurted out the first thing that came to his mind, "I'm embarrassed, sir. I was just thinking." The president smiled, "Good. Don't stop. We need more people who still know how to think."

Thinking may help you attain the goals of the Fundraiser's Mantra. The basis for the success of these few words is that you as the development officer have taken the time and followed the process to construct a strong platform based on information. Once the platform is in place, it is critical that you decide who is to be the best solicitor. There is no hard and fast rule to follow. The right person will usually become apparent as you work through your cultivation action plan.

The best solicitor can be anyone, from the president (for a very large project like a new dormitory), to the vice president of student affairs (for an ethics lecture series) to an alumnus (who is a friend of the prospect), to a business colleague (who already has an interest in your students), to you (who has planned and orchestrated everything). You will review all you have learned and make a match. Then ask the person to make the call or be on the team with you.

> "Fundraising for a division of student affairs has a hidden advantage: multiple examples of how its programs and services have had a positive impact on young lives. Donors respond to the idea that students need quality experiences outside the classroom and will support that kind of learning. Fundraising to supplement academics is a natural, attractive addition to other important challenges in student affairs."
>
> *Linda Moore, Student Affairs Development Director*
> *University of North Carolina/Wilmington*
> *Wilmington, North Carolina*

Do not overlook the possibility that your perfect solicitation partner may be one of your students. You have had an opportunity to know many outstanding young people who are calling your campus home for a few years. Now is the chance to let your prospects and donors meet and be impressed with the leaders of tomorrow. If you feel particular students have the ability and the interest, invite them to join the team, develop some role playing exercises and create a comfortable relationship between the two of you. Then incorporate them into your solicitation process and reap the benefits.

Although your ideal plan is to build a volunteer/staff/student solicitation team, there will be times when you may become the ***only member*** of the team. This should be no problem because you know the prospect, the project and the needs better than anyone else. You have prepared to be the star and now you have your chance to "read for the part."

Tips to Prepare for a Successful Solicitation

- **Be a leader and show the way**—Make your own gift to student affairs (specific project or general operations). It gives you more credibility if your own commitment is already a matter of record. Why wouldn't you want to support your vision before asking others to contribute toward it?

- **Do your homework**—Have all necessary information, prospect profile notes, and support material available (see Sample Prospect/Donor Information Form in Appendix C). Note: To feel self-assured, some solicitation teams do role playing before the actual call.

- **Take advantage of the rating process**—You have already gone through this process while you were doing your identification and research. That strategic information will help you to decide who are your best prospects.

- **See the best prospect first**—The slogan for major fundraising is Topside Down and Inside Out, which means ask the prospect with the biggest potential and who is already interested in the cause. Securing the larger gifts first sets the pace for following gifts.

- **Feel confident and appreciate your influence**—At this point, you know more about the goals and dreams of student affairs than almost anyone. Your own enthusiasm that has gotten you this far will be the key selling point when you present the case.

- **Know your prospect**—Study all information you have collected. Use it to decide the right who, how, what, when, and where of the call to receive the right what. (Review the Fundraiser's Mantra.)

- **Eyeball to eyeball**—Always see your major gift prospect in person. Your development efforts are not modeled from annual giving mass mailings and phonathons. To set a positive environment, it is important that the prospect knows you care enough to visit at a place of his or her choosing. Be on time. There should be no excuses.

Tips for Making a Successful Solicitation Call

Solicitation success is usually a partnership between staff and volunteers. Volunteers who will help present the case for the project, volunteers (sometimes the same person) who will fund the project and staff who will plan, assist, orchestrate, support and encourage in every way. This has been proven a winning combination in fundraising at institutions from coast to coast. The following are tips for helping your volunteer/staff team feel confident and relaxed when solicitation time has arrived:

- **Listen carefully to the prospect**—Pick up clues and direction that could be helpful to your cause. Note: Making the call as a team of two often helps to get and remember new information.

- **Be positive**—Do not speak negatively about the rest of the institution, simply make your own most positive case.

- **Decide team roles**—If you are making the call as a team, arrange before your appointment what role each person plays. Be flexible but start with a plan.

- **Present the opportunity**—This is when you make the case that you believe in and have worked hard to prepare. Your cause is important and you are the persuasive messenger. Be ready to answer questions or to get answers and follow up with the prospect, but do not lose the prospect's interest with too many details or too much talk.

- **Ask for the gift**—This is a solicitation call, not a cultivation call. You (or your solicitation team member) are there to request financial investment in your student affairs division. Do not lose sight of the charge. Mention that the prospect is important to the project and how this can be a win-win situation. Remember you are giving the prospect an "opportunity." You are not begging for money.

- **Discuss the gift range or specific amount**—Your research has already determined this amount.

- **Be prepared if the response does not follow your plan**—Many prospects will have their own agendas. They may be willing to give, but the funds would be designated to their interests. Keep an open mind and suggest time for the prospects to weigh the options—yours and theirs—and for you to carry the new proposal back to campus to see if it can fit into the mission and strategic plan. If it is not embraced by the institution, it may be a gift that you must "leave on the table." It does happen.

- **Turn objectives into opportunities**—Whenever possible, use this opportunity to strengthen your case.
- **Do not rush the response**—Be "cool" because you know what is at stake. You do not want to lose by suggesting smaller amounts or excuses.
- **Suggest more time**—If the answer does not appear to be immediate, consider waiting to provide additional information and to discuss optional ways to fulfill the commitment (over several years, combination of gift-in-kind and cash, a trust, appreciated stocks, an estate gift, combined planned gift and short-term pledge, etc.).
- **Get commitment in writing**—It is best to go with a short statement of agreement in hand that the donor (Hooray! Your "prospect" has now become a "donor.") can complete and sign so you can take it with you. (See Appendix E.)
- **Mention options**—If necessary, suggest another meeting or picking up his letter of agreement/commitment later if the decision can not be finalized during this visit. You have worked months to get this far, do not be impatient to close the call.
- **Leave something behind**—No, I don't mean an umbrella or a coat! Have with you a brief (one page preferred, two pages acceptable), well-written, professional proposal or description of the project/program that you are presenting (see Appendix B and D). If there are other support pieces you want the prospect to have, add them to your exit packet. Include your card so you can be easily reached if the prospect has questions, comments, suggestions, or wants to know where to send the check.
- **Express appreciation**—ALWAYS thank the prospect for the time and interest. Even if the response is "No," you want to leave the impression that this meeting has been of value, the prospect is special and this is just the beginning of a long and esteemed relationship. Thank the prospect before you leave and later by a note. Remember this may be the first cultivation call for a future gift.

- **Continue stewardship**—Keep in touch with the prospect to share new information about student affairs, remember to send invitations to events or to participate in campus activities, and to assure that the prospect knows he or she is respected and valued.

- **Discuss your visit**—Be sure your student affairs colleagues and development staff know what you know about the discussion and results.

- **Update the files**—Be conscientious about adding the outcome from the call to the prospect's file.

- **Plan your stewardship moves**—Now is the time to begin the cultivation for the next gift. The second one is easier to secure than the first.

My True Story

The Successful Case of the Student Success Center

Charles Schroeder
Vice Chancellor for Student Affairs
University of Missouri, Columbia
Columbia, Missouri

In 1995, the vice chancellor for student affairs convened a 25-person, campus design team composed of key institutional stakeholders to plan a comprehensive Student Success Center (SSC). The purpose of the SSC was to enhance student performance by integrating learning support services, academic advising, career services, minority student support programs and placement for undergraduate students.

After the committee completed the planning process, the University purchased a privately owned building that was centrally located on campus. Approximately $2 million was needed to transform the existing facility into the new SSC.

The vice chancellor developed a case statement for promoting the concept on and off campus. The statement was widely circulated to increase enthusiasm and commitment for the project and it was shared with the prior owners of the facility. Because these individuals were graduates of the institution and maintain an existing business relationship with one of the units in the student affairs division, they became very interested in a naming opportunity for their firm. As a result, they made a $1 million commitment to funding the SSC. The donors were able to combine their philanthropic interests with a solid business decision, thereby meeting their needs as well as the needs of the institution.

Chapter Exercise

Objective:

To become comfortable with asking for the gift.

Instructions:

Invite a student affairs staff colleague or a friend to have a cup of coffee or tea with you so you can do some role-playing. Ask your fellow actor to play the role of a prospect while you play yourself, the development officer on a solicitation call.

Choose one of your actual prospects and have your colleague assume that part. Prepare for the ask by reviewing the file, suggested project and the amount of the gift ascertained from the research. If necessary at first, use notes. You should create the environment by opening with casual conversation that will lead to the reason for your call and then address all critical issues. With more experience, do your role playing without notes. You want to get proficient at thinking quickly and being able to respond to remarks, both positive and negative.

Suggest that your "prospect" create a challenging situation by asking questions, disagreeing with your statements, insisting on more information, offering options that are not a consideration and perhaps saying "No way. I am not going to give."

Repeat the process several times until you feel at ease and confidant in your presentation skills.

CHAPTER

9

STEWARDSHIP

A FUNDRAISING FABLE

Mr. Frank N. Ernest had been a regular donor to his alma mater for more than thirty years. He was invited to special events, football games and to the president's annual "State of the Campus" presentation. He had been thinking about establishing a trust so that his presence on campus would be felt long after his passing.

The year that he turned 65, he called Morgana Stanlee, the development officer who had always kept in touch with him. Morgana was almost speechless when Mr. Ernest said, "I am preparing a trust for the college. The amount will be $10,000,000. I am designating the annual income to go toward the maintenance and programs of the student center."

Morgana later passed on this wonderful news to the vice president, who called the president, who then called Frank Ernest to thank him for the generous gift. The alumnus listened and then said, "You should also thank Morgana Stanlee. She had a lot to do with my decision."

The president was intrigued and asked, "In what way?"

"Morgana has always treated me like I was a valued friend. She was my eyes and ears of the needs on campus and was always a pleasant contact when I had a question or even a gripe. Listening to her about the struggle you have to keep up the campus center was the motivation for my gift. I wanted my trust to make a difference. Yes, sir, Mr. President, do thank her—for both of us."

◆◆◆

The Importance of After the Solicitation

What happens after the solicitation?

Stewardship includes all the same concepts as a friendship. It is the desire and ability to keep a relationship healthy, intriguing, comfortable and worth the time it takes to nurture it. Using the comparison with a friendship is not just by chance. Many of the prospect/donor relationships that you build will become friendships. This profession you have chosen includes the fantastic opportunity to meet and get to know a new circle of outstanding people who will not only share your dreams but will enrich your life.

Stewardship also includes the creative art of how to recognize a donor's gift in a way that pleases the donor and fills a need on campus. If you can accomplish these two things together, you are truly using your own talents to maximize the results. There will be times when the best recognition is no recognition simply because your donor prefers to be anonymous. At all times, the donor's wishes are your guide.

As with a lawyer and his client, the depth and strength of the relationships you foster will become the impetus of your success as a development officer. Being invited to a birthday party or simply being asked to be a good listener are unwritten parts of the job description. Consider these responsibilities as privileges to share the visions of others as well as the opportunity to offer your visions for them.

> "I helped establish the Phi Gamma Delta Graduate Chapter in South Florida. We needed a rallying point, which became the undergraduate chapter at Florida International University. The fraternity needed a house, so I gave $1 million to create the first house on the campus."
>
> *R. Kirk Landon, Donor*
> *Chairman (ret.) American Bankers*
> *Insurance Group, Miami, Florida*
>
> AMERICAN BANKERS INSURANCE GROUP

Keeping the Donor's Attention

Much time is spent on converting a suspect to a prospect to a donor. It will be time well spent because it works! Now it is time to apply that effort to keeping the donor as part of your team and in time even proposing a second gift. This too takes time and your ability to be patient will be important. While being patient, you will be filling the role as steward.

- **Express immediate appreciation**—Be sure that the official institutional thank you letter is sent ASAP (usually within a week is acceptable). Depending on the level of the gift, this communiqué may come from the president, vice president, or another administrator. There may already be a policy in development about who should send this letter. Check this out and stay within the established guidelines.

- **Demonstrate your own appreciation**—Send your own personal thank you within a week. Keep copies of both the official letter and yours in your donor file.

- **Keep in touch**—Find a reason to contact the donor within a few weeks. You do not want to create the impression that now that you have the money, you have no interest in the person. Perhaps send or call with an update on progress of the program he supported, find an article in the student newspaper that would be of interest to the donor, have a student interview the donor about the gift for an article in a campus publication, call to tell the donor what someone said about the wonderful gift, or talk to her about possible ways to recognize the gift to student affairs.

- **Plan for the recognition**—Sometimes there is an agreement between the donor and the institution about what the recognition will be before the gift is given. (An offer to name a building, a scholarship, a professorial chair, etc.) In that case, as the development officer, it is your responsibility to see that all promises are kept. You may be asked to do this or, depending on the size of your institution, there may be another development staff person who does this. (Note: Often called director of donor relations.)

  Whether you address this task as your job or in tandem with another staff person, if a promise has been made to the donor, this is a good time to plan an event around the presentation of the naming opportunity. This is donor stewardship, but it can be much more. The event can also be cultivation for other prospects/donors, a reason to get media on campus for a positive happening, and perhaps, the event will act as an incentive for others to give.

- **Hone your action plan**—You have gotten this far by following the rules of development so use your initial action plan as the model to continue to cultivate the donor. If possible, recruit more involvement between student affairs and the donor. Soon you will find prospects and donors asking you, "How can I help?" The day that happens will be the day that you know your efforts are working and your operation is on its way to being increasingly productive.

- **Go "the extra mile"**—The phrase "servant leader" comes to mind when addressing stewardship. You are definitely the innovator, inspiration, and leader for the new development thrust in student affairs. You also have become the one who finds, recruits, and serves this new adjunct team. Using your knowledge and creativity, be available to help prospects/donors if they have a concern that relates to their family and the campus, introduce them to others on campus when appropriate, compile information that they seek, help get tickets to campus events, and take the time to get to know them better. You are their link to the campus. They are your link to your dreams.

- **Mix and match**—Invite your donor to help spread the word about your accomplishments, plans, and dreams. When the donor speaks to his peers about his own enthusiastic involvement and investment, he can be the best recruiter and solicitor you will ever have. This informal conversation can lead to new prospects and givers, because donors often share messages about their commitment. Mix your donors with your non-donors, mix them all with staff and students. They will all help you do your job!

- **On-going and forever**—The heart of your successful development operation is cultivation and stewardship. Simply focus your tasks, skills, and as much time as you have available to these functions and you will secure the resources to begin new projects, enhance current programs, bring in outside talents, and fulfill many of your dreams.

My True Story

Beyond the Gift: A True Story of Stewardship

Deborah Veady
Director of Development
for Student Services
California State University, Long Beach
Long Beach, California

Rarely is the first gift that a donor gives the last gift he or she will ever make to that institution. Wise donors, like savvy investors, test the organization by making a modest initial gift and then watch to see what happens. Is their gift used as intended? Does the organization manage its financial affairs prudently? Is the donor thanked and forgotten or is the relationship with the organization continued and enriched?

My very first major gift as a new director of development for the student services division at California State University, Long Beach was one such test. When I started fundraising in 1992 I knew very little about the theory and practice of this profession. However, I felt that the key to success would be my willingness to develop sincere and genuine relationships with my prospects and donors. Within the first week of my new assignment, I learned that a gift of $50,000 was made by the grateful parents of a dyslexic student who had recently graduated after years of personal effort. The Disabled Student Services at Long Beach was instrumental in providing the support services that facilitated his accomplishment.

Wow! I thought, this is easy. Open the floodgates and the money pours in. As I eventually met the generous philanthropists, I grew to really enjoy them—(developing a relationship as you would with dear friends) exchanging Christmas cards, attending their son's wedding, going out to a ball game together. Four years of meaningful exchange by phone, letters, and personal visits yielded much to my surprise an additional $500,000 gift. Is it the last one? It doesn't matter. I like them as friends first.

Chapter Exercise

Objective:

To become comfortable, creative, convincing, and proficient with saying thank you.

Instructions:

Assume that you have made a solicitation call on a CEO and his community affairs vice president for a gift of $50,000 to initiate an Ethics in Business Lecture Series. You discussed the possibility of naming the series for their corporation and that they could be involved with establishing this program.

They have shown interest but did not make a commitment nor reject your proposal. You agreed to meet again. You return to your office and prepare to write thank you notes, one to each. Assume that they would show the notes to each other. Without saying *exactly* the same thing, write the two notes showing your appreciation for their time and interest and reviewing the reason why this lecture series can be important to them as well as to the students.

CHAPTER

10

THE ETHICS OF DEVELOPMENT

A FUNDRAISING FABLE

Human Resources called the position Development Officer II. Most who knew Development Officer II Leslie "Les" Principle (often thought of as Less Principle) said it should be Development Officer Too, because her last consideration seemed to be to the job of actual fundraising. She was terrific at socializing, taking prospects to lunch, and attending the golf tournaments. She just never seemed to get around to bringing in gifts!

That was the problem her colleagues saw, but they all agreed that Les Principle was devoted to the older alumnae. That was what she brought to the team. She visited with them and helped fill their days with bright conversation about the happy times of being a student. When one of Les' older prospects became ill, spent several months in the hospital and died, no one was surprised that Les had spent many days at the alumna's bedside. They were amazed when the will was read and the entire estate was left to Leslie Principle and not even a mention for the college.

After the funeral, Les told the vice president of development that she probably was going to resign and take an extended trip. He agreed that was a good move and then asked her opinion how she became the sole beneficiary of the estate. "Because of the college, I became very important to her. When she asked advice about updating her will, I said that she should do whatever she wanted but mentioned that I was the one who always came and spent time with her," she hesitated and then added, "I guess that is how it happened."

* * *

Shared Ethical Traits

All the ethical characterizations of good student affairs professionals are shared with good development professionals. In student affairs, you have faced ethical dilemmas as long as you have been on the staff. If you had not been sincere and truthful with your students, without a doubt they would have known and you would have lost them. They would be the first to tell you that being able to believe in those around them is the number one issue in their lives.

STOP AND THINK!

Think of the positive ethical qualities that you admire in your colleagues and friends. Review this list and add other winning attributes for doing the best job for your students and institution. Then ask some of your students what ethical traits they would include on this list.

Student Affairs Professionals	**Development Professionals**
Honesty	Honesty
Integrity	Integrity
Morality	Morality
Commitment to Students	Commitment to Donors
Confidentiality	Confidentiality
Loyalty to the Mission	Loyalty to the Mission
Allegiance to the Institution	Allegiance to the Institution
Making/Keeping Promises	Making/Keeping Promises
____________________	____________________
____________________	____________________

Yes, an ethical environment is necessary to be an effective student affairs officer and to do successful fundraising. Daily you encourage and applaud strong moral behavior when working with your students. You know that to do this is part of your job. Could it be any different when you approach your other responsibilities? Is it possible that you could let your "bottom line" dictate your own demeanor?

You constantly feel the pressures of dollars versus progress. The stress level intensifies when you fall short of your goals. You want a pat on the back, two "Attaboys" or just a smile. Of course, it is important to feel like you are appreciated and maybe that feeling can push you into taking a chance.

Don't Do It!

You set the tone and the reliability with the donors as well as with the students. You have a critical position of bridging both venues and you can be the key to how the entire institution is perceived.

> "Daniel Webster stated there is nothing so powerful as truth. I sponsored an ethics lecture series at Georgia Tech to reinforce this moral value."
>
> *Mrs. James B. Lindsey, Donor*
> *Bakersfield, California*

As a development officer for student affairs, you will become well acquainted with a wide variety of people who you consider prospects. Often these prospects become your associates and friends because you are working together toward a common objective. In casual and professional conversations you are becoming enlightened about the private person. You may learn more than you need to or want to know. It happens.

The information that has been offered to you must stay confidential. It is not in your custody to entertain your colleagues during breaks, to impress others with the extent of your own knowledge or to supply to others because they ask. It is a precious possession. It can also be a burden if other people feel it is their right to own the same information that you hold.

Just as when dealing with students, you will be the caretaker of an enormous amount of sensitive information. How you see this responsibility cannot only be the difference between a long-term positive relationship for student affairs, but it can also be a situation that is destructive to the individual who has trusted you.

It has been mentioned in an earlier chapter that there is an institutional responsibility to use a gift as it was intended by the donor. Because you will not be on campus forever, it is best to have all promises in writing and filed for future reference. This should be a mutual agreement between the donor and the institution as well as an ethical decision by the leadership of the institution.

When writing the agreement, take care to discuss options with the donor. If possible build in flexibility. If you do not, it is conceivable the funds will never be used. Several years ago at a well-known institution, an alumnus presented a development officer with a 12-page document for funding specifications for an annual scholarship. Among many other stipulations, he wanted proof regularly that the male recipient would maintain an A average, do community volunteer service, have a part time job, attend church every Sunday, and did not drink alcohol. The development officer discussed the terms with other staff and it was decided he should offer document revisions to the donor.

Nothing was acceptable to the alumnus and the institution refused the gift. Not only was it impossible to "police" all of the conditions, but finding a male student who fit the profile might never be accomplished and therefore the scholarship funds would never be used.

Ethical behavior by any representative of the college or university must be above reproach but in no other position is it more critical than in development. You have become a friend in many situations. You are trusted by people who have taken an interest in your operations and students because of you. Your promises must be reliable and your confidentiality unfailing. You must feel as loyal to your prospects and donors as you do to your employer. Being true to a high ethical code is a key to being a successful development officer and, yes, a successful human being.

My True Story

When "Lack of Ethics" Stories Make the Headlines

Roger E. Wehrle
Vice President of Student Services, retired
Georgia Institute of Technology
Atlanta, Georgia

True stories focused on *lack of ethics* seem to make the headlines of our newspapers and other media. The ethical behavior of folks does not seem to get much attention. The media love an adversarial plot and can make it last for months. Their intent is to sell papers, get viewers, win listeners and obtain advertising. In our own personal lives and careers, we do not want our names in those headlines. We strive to pursue an ethical direction. Even those who read the stories about unethical actions prefer to think of themselves as being ethical and beyond these temptations.

It was amazing for the public to learn that a community-based, good works organization like United Way could be funneling contributions into "big living" for its top administrators rather than to the multitude of worthy, dedicated charitable organizations it is supposed to fund. How many persons fell into the proverbial cracks because there were no funds left to do the job? The question has been asked: Where do business and ethical behavior part? The follow up thought to most of us is why?

The questions were no different when a former executive of the American Cancer Society pleaded guilty to embezzling nearly $8 million from the charity. He admitted to using some of the money to pay for an addition to his home and transferring the bulk of the funds to a bank in Austria. The only ethical note in this sad tale is that it was his wife who was the catalyst to get him to admit what he did.

(Continued on next page)

("Lack of Ethics," continued)

Even one of the most visible world organizations has been tainted by a serious lack of ethics. Many questions were asked and an investigation began into the ethics of the Olympic Committees and how they conducted their business. Indictments have followed and new revelations are published from time to time. Salt Lake City's reputation has been tarnished for years because of actions of a few. In 1999, the Atlanta Olympic Committee leaders were called before Congress to defend the gifts and incentives that they gave before, during and after the 1996 Centennial Games.

The stories are many. Unfortunately for some, they can be titled "My True Story."

Chapter Exercise

Objective:

To reflect and focus on the sensitive nature of information development officers may possess and their responsibilities to the donor as well as the institution.

A Case Study:

NASPA has developed their Standards of Professional Practice and CASE has its Statement of Ethics. Both have been printed here for you. They are followed by a case study of an ethical dilemma for you to read and then respond to the questions by answering them briefly.

Instructions:

Review the case and the two documents from NASPA and CASE. Proceed to the questions and note your opinions:

1. What are the ethical issues in this case?
2. For each issue identified, note how it could (should) have been handled?
3. Which responsibilities in the CASE and NASPA ethics documents have been ignored in this case study?

Note:

Following are considerations to reflect on as you respond to the questions. You will see this situation from your own experience and perspective so feel free to add other thoughts that are based on ethical concepts.

1. a. The request of the alumnus to receive confidential information
    b. The agreement of Cassandra to search out the information
    c. The badgering by Cassandra to get any kind of information
    d. The failure of Justin to simply say, " This is unethical. Don't pursue it."

2. a. Alumnus should never have asked the question.
    b. Cassandra should have politely informed the alumnus that all personal information the institute has is confidential.

c. If step a. or b. had been taken, there would be no step d.
d. If it went beyond step b., Justin should have made the point that this pursuit was unethical.

3. The NASPA Standards of Professional Practice and CASE Statement of Ethics are there for you to review and draw you own conclusions remembering that it is your "....special duty to exemplify the best qualities of your institution and to observe the highest standards of personal and professional conduct."

A "SHADY" BUSINESS

Cassandra Cranck, a development officer at Fairhand University, asked Justin Morrall, a colleague on the student affairs staff, if he knew something "shady" about an alumnus, Jackson Lookout. The response was, "I cannot think of anything."

Cassandra then said that another development officer thought he had such information. Justin thought about that and responded, "Well, in Jackson's home area, he has been referred to as a "slick businessman." They agreed that observation could be positive or negative.

Cassandra then told Justin that she had been asked by a major donor to get this information. That alumnus was talking to Mr. Lookout about doing business together. Justin said he had nothing to add. Cassandra then read some notes from Jackson Lookout's file and asked if that reminded Justin of anything. He said simply, "No."

Justin was uncomfortable. He felt Cassandra was really trying *to find* something "shady," as she first stated. He also thought she implied that they owed more to the inquiring alumnus than to Jackson, because he had the potential to give more to the institution.

Later, Justin talked to Faith Inman, another Fairhand development officer, who had been quizzed by Cassandra in a similar way. They agreed that giving information from the files or from their own professional knowledge was not acceptable. They must hold this information in strictest confidence. Surely, the alumnus who requested the information would suspect if they would do this for him, they might also provide this "service" about him to others.

Justin and Faith discussed the university's policy to not even give out their alumni mailing list. Obviously, then to gather and distribute confidential information was neither appropriate nor ethical. When they are entrusted with personal and perhaps sensitive facts, it is their obligation to be above reproach and to stand firm for the benefit of the donor, the institution, and their own self esteem.

Excerpts from NASPA Standards of Professional Practice

The entire NASPA Standards document addresses myriad topics that are not related to the development ethics exercise. Those that can relate have been included.

> **Legal Authority:** Members respect and acknowledge all lawful authority. Members refrain from conduct involving dishonesty, fraud, deceit, and misrepresentation or unlawful discrimination. NASPA recognizes that legal issues are often ambiguous, and members should seek the advice of counsel as appropriate. Members demonstrate concern for the legal, social codes and moral expectations of the communities in which they live and work even when the dictates of one's conscience may require behavior as a private citizen, which is not in keeping with these codes/expectations.
>
> **Equal Consideration and Treatment of Others:** Members execute professional responsibilities with fairness and impartiality and show equal consideration to individuals regardless of status or position.
>
> **Integrity of Information and Research:** Members ensure that all information conveyed to others is accurate and in appropriate context.
>
> **Confidentiality:** Members ensure that confidentiality is maintained with respect to all privileged communications and to educational and professional records considered confidential. They inform all parties of the nature and/or limits of confidentiality. Members share information only in accordance with institutional policies and relevant statutes when given the informed consent or when required to prevent personal harm to themselves or others.

Council for the Advancement and Support of Education
Statement of Ethics

Institutional advancement professionals, by virtue of their special responsibilities within the academic community, represent their colleges, universities and schools to the larger society. They have, therefore, a special duty to exemplify the best qualities of their institutions and to observe the highest standards of personal and professional conduct.

In so doing, they promote the merits of their institutions, and of education generally, without disparaging other colleges and schools;

Their words and actions embody respect for truth, fairness, free inquiry, and the opinions of others;

They respect all individuals without regard to race, color, sex, creed, ethnic or natural identity, handicap, or age;

They uphold the professional reputation of other advancement officers and give credit for ideas, words or images originated by others;

They safeguard privacy rights and confidential information;

They do not grant or accept favors for personal gain, nor do they solicit or accept favors for their institutions where a higher public interest would be violated;

They avoid actual or apparent conflicts of interest and, if in doubt, seek guidance from appropriate authorities;

They follow the letter and spirit of laws and regulations affecting institutional advancement;

They preserve these standards and others that apply to their professions and actively encourage colleagues to join them in supporting the highest standards of conduct.

APPENDIX

A

STUDENT AFFAIRS CASE STATEMENT FOR EXAMPLE COLLEGE

Introduction

Example College has been educating students who have become leaders in all walks of life for more than 70 years. It takes pride in being part of the development of these outstanding citizens. The College was founded on the premise that learning extended far beyond the classroom and therefore has always put an emphasis on the whole person and his/her diverse background and interests.

In 1929, a department known as Student Fortification was established to provide a place for students to come for help. Although the help covered every facet of being a student, it also included a Dean of Fortification who always had 50-cent pieces in a jar on his desk for a quick student (interest free) loan. From this simple beginning, the Student Affairs Division at Example College has evolved.

Today's Student Affairs Case

The Student Affairs Division at Example College recognizes the needs of students beyond the classroom and their academic pursuits. In this recognition, the staff of student affairs dedicates their efforts to assuring that all students have availability to a balanced life on campus.

Student affairs staff must take the lead in these efforts. Not only is it their responsibility, it is their commitment to the students of today and the future. Because they are proud of the successful businesspersons, community leaders, and fine parents that graduate from Example College, they are determined to provide the skills that help to mold the good citizens of tomorrow.

To provide an enhanced educational experience for its students, Example College pledges to:

1. use and increase the use of traditional and nontraditional methods of instruction to provide a variety of teaching environments;

2. continue and support the College's emphasis on quality education;

3. increase opportunities for international learning experiences such as internships, co-operative programs, study abroad, and on campus cross cultural activities;

4. improve the library by building a new facilty, increasing the printed collection and adding a complete technology-electronic department;

5. enhance and increase special needs programs to serve the student with unmet physical or emotional needs; and

6. add outreach programs that link Example College with educators in K-12 and other educational institutions preparing students for college;

7. provide information and opportunity to pursue spiritual interests.

The student affairs process begins with outreach, recruitment, and admissions and continues through the academic and living experiences at Example College. As it complements the educational process, it also improves the overall quality of student life, increases learning opportunities available and hones skills that will be needed for a productive life in and after college.

To fulfill our pledge to the students, this is achieved in multiple ways. On campus and off campus activities must be maintained and increased. Opportunities must be made available to encourage participation and success in student government, community service, appreciation of the plethora of diverse cultures in society and to appreciate life-long learning in a world that is constantly changing.

Student affairs' focus includes the importance of being physically fit as a part of the service to its students. Example College provides programs, competitive activities and facilities for intramural programs and must enhance or redesign these according to the changing student body needs.

Being true to its pledge to the students, Example College intends to do the following:

1. create and enhance policies, projects and programs that identify, recruit, admit, and acclimate the students to Example College;

2. develop innovative and valuable student affairs programs to provide a wide range of opportunities to serve the diverse student population at Example College by having available activities in service, volunteerism, leadership, diversity, personal growth, ethics, political experiences, cultural projects, and skills for success;

3. continually assess, evaluate, and develop opportunities in programs to upgrade and update the quality of student life and to increase retention;

4. maintain an interesting and excellent intercollegiate athletic program and update as student interests change;

5. use all facilities on campus—cultural, athletic, academic, spiritual—and be instrumental in keeping them in operable condition for enhancing the life of all students.

A COPY OF THE STUDENT AFFAIRS PRIORITIES WITH AMOUNTS THEY WOULD COST WOULD FOLLOW. AS AN EXAMPLE:

• Scholarships/Fellowships	$7,000,000
• Student Affairs Programs	$4,000,000
Housing	
International Programs	
Enrichment Programs	
Community Service	
• And so on	
TOTAL	$11,000,000

(Continued on next page)

A SHORT DESCRIPTION OF THOSE PROGRAMS WOULD FOLLOW. AS AN EXAMPLE:

Scholarships/Fellowships	Amount: $7,000,000

Example College has a commitment to recruit and educate a diverse student body that is academically prepared to enter into higher education. It is our challenge to make our education available to as many of those students as possible. To serve the future generations, we must be as financially competitive as we are academically competitive.

And so on.

APPENDIX B

EXAMPLE OF A BRIEF PROPOSAL FOR SUPPORT

Special Interest Student Houses at Your Institution

A WAY TO THE PAST

Traditions, cyclical actions and the concept of pendulum motion all demonstrate that the past is not gone. In society we see life from different perspectives, and it is human to try different ways. Often later, we return to the original way or a variation of it.

As YOUR INSTITUTION prepares for housing hundreds of new students who will be pursuing the new technology-based curriculum, the building of an innovative, high tech residence hall complex has become a focus of the strategic plan. Although these buildings will be designed and wired for the future, the living style will be a step back into the past.

The group of four, smaller halls is being built to feel like large-family homes. Each building will accommodate thirty students to create closer relationships that emulate an extended family. In these home-like facilities, the emphasis will be harmony, support and working together for success. Although the students will change from year to year, the environment will remain a comfortable and productive place on the campus. Since many of our students are from closely-knit families, we believe that having this style of living as an option will be appealing to not only the students but the parents as well.

To enhance the extended family environment, we are suggesting that these student homes also be related to our alumni and friends by both name association and personal commitment. Our vision is for all four of them to include commemorative opportunities for donors who have a concern for the welfare and development of our leaders of tomorrow. Names may be displayed throughout the buildings in honor or in memory of good people.

If interested, the sponsor/donor may visit with the students from time to time, get to know them, become supportive by helping them get internships or jobs, and being a conduit to making professional contacts. Knowing that they have a connection in the world beyond their own family and friends may give them a sense of security and the beginning of a community/corporate network

A $1 million gift will name one of the residence halls and create a significant, lasting tie to the campus while providing an opportunity to support the philosophy that there is value in tradition. By establishing an on-going presence at YOUR INSTITUTION, a donor can impact the lives of many future students and the world that will be theirs.

APPENDIX

C

EXAMPLE OF A [illegible] CONFIDENTIAL SUMMARY FOR MAJOR GIFTS PROSPECTS

Rating ________
Cross Reference Files: Corporate __________ Foundation ____________________

Name ____________________ Preferred Name ________________
Address ____________________ Telephone Number ________________
Business Address ____________________ Business Telephone Number ________
Position ____________________ Nature of Business ________________
Secretary's Name ____________________ Attorney's Name ________________
Matching Gift Company? ____________
Other Business Affiliations and Directorships ______________________________
Employment History ______________________________
Clubs/Civic Interests/Affiliations ______________________________
Special Distinctions/Awards Honors ______________________________
Interests/Hobbies ______________________________

Date of Birth ____________________ Hometown ________________
Father ____________________ Alumnus? ________________
Mother ____________________ Alumna? ________________
Siblings ____________________ Alumni? ________________

Student Activities ________________ Alumni Activities ________________
Spouse's Name (Maiden Name) __________ Preferred Name ________________
Date of Marriage ________________ Education/ Alum? ________________
Date of Birth ________________ Hometown ________________
Business ________________ Position ________________
Business Address ________________ Business Telephone ________________
Children
Name(s) ____________________ DOB ________________
Education/Alumni ________________

Other Relatives Attending YOUR INTSITUTION ______________________________

Gifts to YOUR INSTITUTION
Special Gifts
Year Amount Purpose

Annual Gifts
Year Amount

Gifts to Other Institutions
Year Amount Institution Purpose

Notes (to be signed and dated by entering development officer) ______________________________
____
____
____

Authors' Note: Use this example only as a guide. Develop your own information form according to what is of importance to your objectives and what supports your work as a development officer for Student Affairs.

BEST COPY AVAILABLE

APPENDIX

D

EXAMPLE OF A BRIEF PROPOSAL FOR SUPPORT

YOUR INSTITUTION CENTER FOR THE PERFORMING ARTS TERRACE STARS

Reach for a Star! ***A Star is Born!*** ***Follow Your Star!***

From childhood to becoming adults, relating to stars is in every sense a positive and exciting vision. That is why one more star-focused phrase may produce more imaginative ideas.

Consider: Give a Star!

The YOUR INSTITUTION CENTER FOR THE PERFORMING ARTS suggests giving a star to honor or memorialize someone who is respected or loved. The TERRACE STARS, located at the front of the impressive three-story high entrance of the center, provides a dramatic statement of the donor's desire to be a patron of the arts while placing a special name on YOUR INSTITUTION's campus in perpetuity.

A gold star, together with the inscribed name of the person being remembered, set in a one foot square pink Italian marble block will become part of the architecturally-designed terrace that enhances the spectacular theatre façade. The TERRACE PLAZA is visible to many thousands of people who attend the theatre, for performing arts students making debuts and following their dreams, for students who will use the complex for meetings, or alumni who are on campus for a variety of reasons.

Each star, with its carefully crafted name, may be funded for a $15,000 gift to YOUR INSTITUTION CENTER FOR THE PERFORMING ARTS. Even though placing this unique expression of honor may be enough recognition for the thoughtful donor, the gift also can be noted in the Center's program and quarterly newsletter for one year.

Your desire to honor a special person in your life, concern for the arts, and for making the performing arts readily available for students will help to bring excellent programming to YOUR INSTITUTION now and into the future.

APPENDIX E

SAMPLE PLEDGE AGREEMENT

Sample Pledge Agreement

ADDRESS

_______________, 2001

Name
Title
Address
Example University
Honolulu, Hawaii 96820

Dear Name,

In recognition of the excellence of the education offered by Example University and in response to your request for MY/OUR participation in The Punchbowl Campaign, I AM/WE ARE pleased to pledge $AMOUNT,000 in support of PROJECT and The Aloha Fund. MY/OUR gifts will be received as indicated below.

By June 30, 2001	$	,000	Project
		,000	Annual Fund
	$	,000	
By June 30, 2002	$	,000	Project
		,000	Annual Fund
	$	,000	

(Continued on next page)

By June 30, 2003	$	,000	Project
		,000	Annual Fund
	$	,000	
By June 30, 2004	$	,000	Project
		,000	Annual Fund
	$	,000	
By June 30, 2005	$	,000	Project
		,000	Annual Fund
	$	,000	
Total Proposed Commitment	**$**	**,000**	

Please remind ME/US of this commitment on an ____________________ (annual, semi-annual, or quarterly) basis beginning on ____________________ (month and year). Thank you for your attention to this matter.

Sincerely,

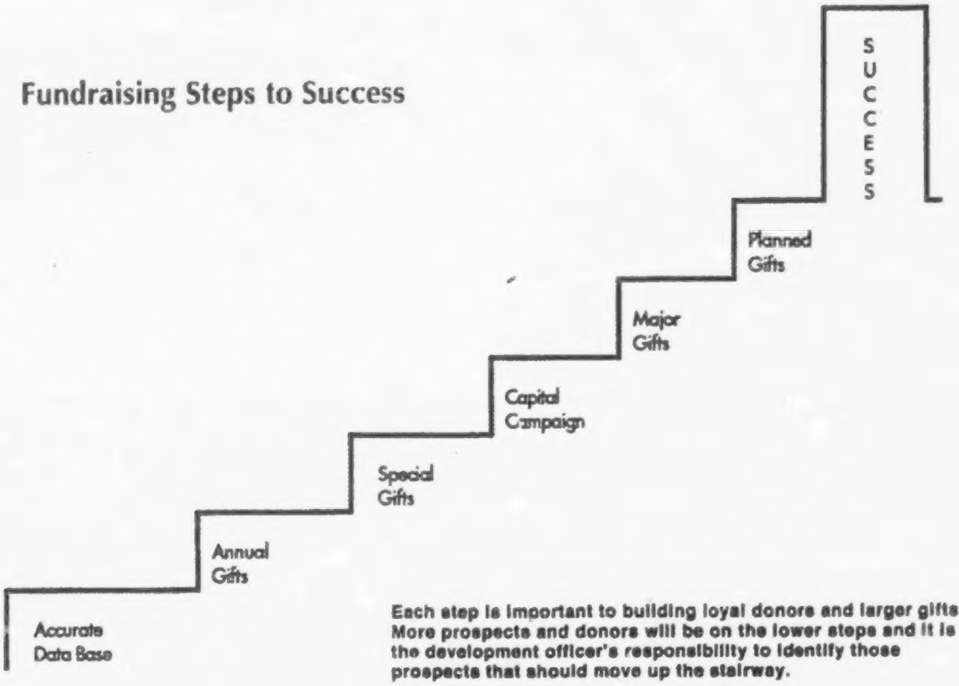
______________________________ ______________________________

PROSPECT PROSPECT

APPENDIX F

FUNDRAISING STEPS TO SUCCESS

Fundraising Steps to Success


SUCCESS
Planned Gifts
Major Gifts
Capital Campaign
Special Gifts
Annual Gifts
Accurate Data Base

Each step is important to building loyal donors and larger gifts. More prospects and donors will be on the lower steps and it is the development officer's responsibility to identify those prospects that should move up the stairway.

In Student Affairs divisions, you may spend more time generating annual and special gifts but always keep your sights on the larger targets. They can be yours too.

BEST COPY AVAILABLE

APPENDIX

G

STUDENT LIFE VOLUNTEER DEVELOPMENT COUNCIL

MISSION AND OBJECTIVES

The mission of this group is to support the goals of the Student Affairs Division and its programs that enhance each student's academic experience at YOUR INSTITUTION by securing external resources including talent, expertise, experience, products, and funds.

To accomplish the mission, the members of the Student Life Volunteer Development Council will assist with the following objectives:

1. Promoting YOUR INSTITUTION and student affairs' mission by:
    - encouraging others to take an interest in campus life
    - recruiting others to become involved
    - sharing information about current and future plans for student affairs
    - maintaining a current knowledge of YOUR INSTITUTION
2. Identifying and developing sources of support for student affairs by:
    - identifying prospects: alumni, friends, corporations, foundations, and organizations
    - cultivating major gift prospects: alumni, friends, corporations, foundations, and organizations
    - facilitating introductions and entrée between YOUR INSTITUTION and potential prospects
    - hosting and participating in cultivation events for major prospects
    - reviewing names of potential prospects and helping to determine their propensity and capability to give
    - determining prospects' interests and helping to make the right match between their interests and YOUR INSTITUTION'S needs

3. Securing financial support for YOUR INSTITUTION by:
    - matching appropriate solicitors with major gift prospects
    - assisting with development of prospect solicitation strategies
    - helping with solicitation of major gift prospects
    - making a personal financial commitment to the student affairs mission commensurate with ability

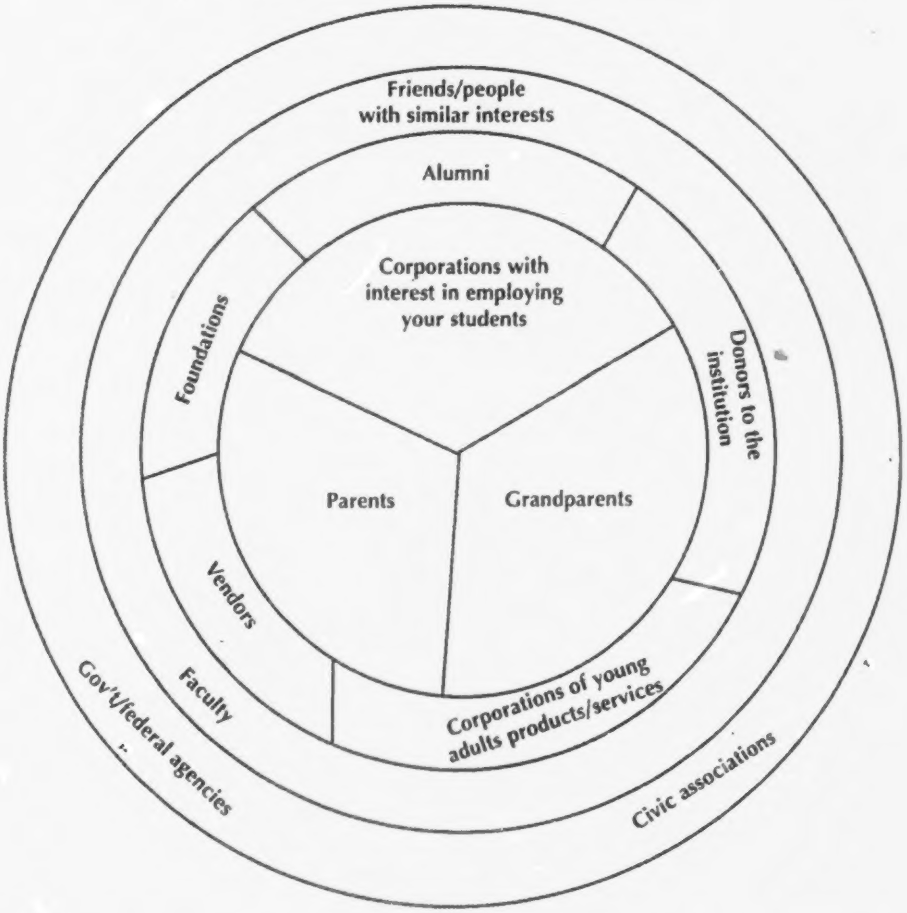
4. Supporting appropriate stewardship and recognition by:
    - helping to thank donors
    - suggesting innovative methods for recognition

APPENDIX H

CONSTITUENCY MODEL

Source: The Fund Raising School Center on Philanthropy, Indianapolis, Indiana.

Potential Student Affairs Universe


Friends/people with similar interests
Alumni
Corporations with interest in employing your students
Foundations
Donors to the institution
Parents
Grandparents
Vendors
Faculty
Corporations of young adults products/services
Gov't/federal agencies
Civic associations

This is a specific model for you to use as a guide as you begin to research and identify your most probable prospects. Remember, you always start from the inside (those having the most interest in your needs) out and from the top (those having the best potential for giving a significant gift) down.

APPENDIX I

SOURCES OF CORPORATE SUPPORT

Source: The Fund Raising School Center on Philanthropy, Indianapolis, Indiana.

Outright gift

- Donation made from corporate pretax income

Corporate matching gifts

- Matching an employee's gift to his/her chosen charity

Advertising and marketing budgets

- Corporate sponsorships that require a quid-pro-quo in services from the nonprofit to the corporate sponsors, beyond what may be normally provided as donor recognition

Partnerships between corporations and schools

- Donations to specific schools, support of pertinent research

Focus on volunteerism

- Encouraging employees to volunteer their services to nonprofits

Donation of equipment and professional services

- Computers, loaned executives, etc.

Pro bono services

- Services free of charge

Facilities

- Use of meeting rooms and other facilities at no cost

Corporate foundations

- Gifts from endowment funds; a vehicle for pass through of corporate profits

APPENDIX

J

PROSPECT/DONOR CONTACT REPORT

Prospect Name: ____________________

Contact: ________________________ **Date of Contact:** _________

CONTACT SUMMARY

Brief Description:

____

____

____

____

Prospect Response:

____

____

____

____

Next Action:

____

____

____

____

SUBMITTED BY: ____________________ **DATE:** _________

APPENDIX

K

ACTION PLAN FOR CULTIVATION AND SOLICITATION

PROSPECT

NAME:__________________ CLASS:__________________

HOME ADDRESS:__________________________________

BUSINESS ADDRESS:__________________________________

HOME TELEPHONE:__________________ BUSINESS:__________________

PROJECT

TARGET DATE (SOLICITATION):__________________________________

REQUEST:__________________________________

LEAD CONTACT PERSON:__________________________________

HOME TELEPHONE:__________________ BUSINESS:__________________

STAFF CONTACT:__________________________________

TELEPHONE:__________________________________

ACTION	TARGET DATE	COMPLETED DATE	COMMENT/RESULT

APPENDIX L

USEFUL TOOLS FOR CULTIVATION TRACKING

- Major donor prospect list grouped by rating
- Major donor prospect list grouped by geographic areas
- Confidential summaries of major donor prospects
- Potential donor rating sheet
- Comprehensive list of cultivation activities
- Cultivation activities grouped by quality of activities
- Dynamic files—paper or computer
    1. Alphabetical file of all prospects
    2. Geographic grouping of all prospects
    3. Rating of all prospects
    4. Special interests and potential involvement
- Cultivation planning schedules
- Cultivation bi-weekly reports
- Prospect/donor contact reports
- Prospect action plans
- Calendar of leadership's schedule

- Calendar of staff traveling schedules
- Cultivation Activity Notebook
- File of each cultivation activity, in chronological order—invitation prospects, invitation list, acceptance list, attendance list, details of activities, and follow up plans
- Regular staff meetings to discuss major gift progress

APPENDIX

M

JOB DESCRIPTION: EXECUTIVE DIRECTOR OF STUDENT AFFAIRS DEVELOPMENT, TEXAS A&M UNIVERSITY OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

The executive director of development is responsible for the design, leadership, and implementation of the development program in support of the Corps of Cadets. Identify, cultivate, and solicit major gifts for the Corps of Cadets. Oversee an appropriate donor relations program in support of the Corps of Cadets. This position reports directly to the vice president for student affairs.

Responsibilities

1. Identify, cultivate, and solicit major gifts for the Corps of Cadets;
2. Oversee an appropriate donor relations program for the Corps of Cadets;
3. Serve as the primary contact for personnel regarding fundraising policies and procedures;
4. Hire, train, and manage office staff;
5. Participate in the establishment of personal and Corps of Cadets goals in support of the mission and goals of the Corps.

Qualifications

1. Bachelor's degree;
2. Minimum three (3) years' fundraising or related experience;
3. Strong communication skills—written, verbal and interpersonal;
4. Experience related to Corps of Cadets is desirable;
5. Working knowledge of personal computer based software (i.e., word processing and spreadsheet applications.)

Physical Requirements of the Position:

1. Extensive overnight travel required;
2. Frequent weekend and evening activities;
3. Physical ability to travel and visit donors in offices and residences;
4. Ability to communicate and interact effectively with people.

APPENDIX

N HELPFUL RESOURCES

Training Programs

Council for the Advancement and Support of Education (CASE)

1307 New York Avenue, Suite 100
Washington, DC 20036-1261
(202) 328-2273
http://www.case.org

CASE offers a wide array of workshops for beginning through advanced fundraisers, regarding specific areas such as major gifts, corporate and foundation relations, and so on, and skill-building sessions such as writing for development.

The Fund Raising School

Indiana University Center on Philanthropy
550 West North Street, Suite 301
Indianapolis, IN 46202-3162
(317) 274-4200
http://www.philanthropy.iupui.edu/course.htm

The Fund Raising School offers courses about philanthropy and a certificate program in fundraising.

The Grantsmanship Center (TGCI)

1125 W. Sixth Street, Fifth Floor
P.O. Box 17220
Los Angeles, CA 90017
(213) 482-9860
http://www.tgci.com

TGCI offers in-depth training in grant seeking and proposal writing. Also publishes a newsletter for those interested in grant seeking.

National Planned Giving Institute

College of William & Mary
Gabrial Galt Building
P.O. Box 8795
Williamsburg, VA 23187-8795
(757) 221-1478

National Planned Giving Institute offers in-depth courses on various aspects of planned giving, such as tax consequences of gifts, income and non-income tax oriented gifts, and marketing of planned gifts.

Williamsburg Development Institute

207 Mill Neck Road
Williamsburg, VA 23185-3419
(757) 253-0033

The Williamsburg Development Institute is a one-half week series of programs related to all aspects of fundraising, from annual to planned giving and covering topics such as donor relations, time management, and ethics. Faculty members include some of the most respected well-known and respected professional fundraisers, consultants and experts in the field.

Associations/Organizations

Association of Fundraising Professionals (AFP)

1101 King Street, Suite 700
Alexandria, VA 22314
(703) 684-0410
http://www.nsfre.org

AFP (formerly NSFRE) is a professional association for fundraisers that offers educational programs and conferences. AFP also offers experienced fundraisers with the opportunity to earn the credential of Certified Fundraising Executive.

Association of Professional Researchers for Advancement (APRA)

414 Plaza Drive, Suite 209
Westmont, IL 60559
(603) 655-0177
http://www.aprahome.org

APRA is the professional association of development researchers.

Council for the Advancement and Support of Education (CASE)

1307 New York Avenue, NW, Suite 100
Washington, DC 20036-1261
(202) 328-2273
http://www.case.org

CASE is a professional association for fundraisers, alumni relations officers, and public relations staff working at independent schools and public and private colleges and universities.

Council for Aid to Education (CAE)

342 Madison Avenue, Suite 1532
New York, NY 10173
(212) 661-5800
http://www.cae.org

CAE's goal is to improve the "nation's human capital by providing more effective and efficient postsecondary education and training to a greater proportion of all its citizens." Annually publishes results from the Voluntary Support of Education survey. Also focuses on analyzing topics related to higher education reform and providing planning tools for higher education.

Council on Foundations (COF)

1828 L Street, NW
Washington, DC 20036
(202) 466-6512
http://www.cof.org

COF is an association serving grant making organizations and provides educational programming and publications for grant makers and grant seekers. Most popular programs are "Meet the Grantmaker" sessions.

The Foundation Center

79 Fifth Avenue/16th Street
New York, NY 10003-3076
(800) 424-9836
http://www.fdncenter.org

The Foundation Center publishes online and print directories providing information about corporations and foundations. Publishes the e-newsletter *Philanthropy News Digest* and offers courses on proposal writing.

Independent Sector (IS)

1200 18th Street, NW
Washington, DC 20036
(202) 467-6161
http://www.independentsector.org

IS is a coalition of leading nonprofits, foundations, and corporations strengthening not-for-profit initiatives, philanthropy, and citizen action. The website provides a wealth of information about events sponsored by IS, information about Sector members and articles about legislation related to philanthropy.

Publications/Publishers

The Chronicle of Higher Education

1255 Twenty-Third Street, NW
Washington, DC 20037
http://www.chronicle.com
(202) 466-1000

The Chronicle of Higher Education provides brief summaries of recent gifts and grants made to colleges and universities, including the name of the institution, size of gift, donor name (except for anonymous gifts) and indication of the project/program to which funds are to be directed.

The Chronicle of Philanthropy

Same as The Chronicle of Higher Education
http://www.philanthropy.com

The Chronicle of Philanthropy offers news regarding latest trends in giving as well as non-profit management. Also provides summaries of gifts and grants made by corporations and foundations. Also includes advertisements for services provided by consultants, editorials, and position listings.

Philanthropy

The Philanthropy Roundtable
1150 17th Street, NW
Washington, DC 20036
(202) 822-8333
http://www.philanthropyroundtable.org

Philanthropy serves both grantmakers, providing "a forum for donors to communicate with one another about programs, ideas and experiences in philanthropy."

Foundation News and Commentary (FNC)

Council on Foundations
1828 L Street, NW
Washington, DC 20090-6043
(202) 466-6512

Published bi-monthly, FNC is directed to grantmakers, although a stated goal of the editors is to "enhance understanding of organized philanthropy by grantseekers." This magazine provides grantseekers with information about trends and issues related to philanthropy that are of importance to foundation board members and officers.

The Taft Group

P.O. Box 95501
Chicago, IL 60694-5501
(800) 877-8238
http://www.taftgroup.com

The Taft Group publishes informational directories, including the Foundation Reporter and Corporate Giving Directory, that provide information about corporate and foundation giving programs. Taft also publishes books such as the Proposal Writers Swipe File, which contains complete copies of 15 funded proposals. The web links section of the Taft website is a helpful resource.

Websites

The Foundation Center

http://www.fdncenter.org

The Foundation Center provides links to a multitude of corporate and foundation websites and the e-newsletter *Philanthropy News Digest.*

GuideStar

http://www.guidestar.org

Guidestar is a searchable database containing information about 640,000 nonprofit organizations.

Northern Light Search

http://www.northernlight.com

Northern Light's goal is "to index and classify all human knowledge to a unified consistent standard and make it available to everyone in the world in a single integrated search." Readers will find a wealth of links to information about corporations and myriad topics.

Glossary

•B•

Bequest: A gift of property or money made in a person's will (Sharpe, 1999, p. 196).

•C•

Capital Gifts: Gifts for construction or to support a capital campaign.

Capital Campaign: Has a "specific goal related to building construction, renovation or expansion," (Rosso, 1991, p. 80), though also may include fundraising for endowment or the annual fund.

Case Statement: A document that outlines an institution's aspirations and goals to be fulfilled as a result of a fundraising effort.

Closing a Gift: The process of following up with a donor after a solicitation has been made to determine if he or she will or will not make a gift, what the gift amount will be, how the gift will be made, and over what period of time.

Cultivation: Building a relationship with a prospect by involving her or him in the life of the institution, for the purpose of educating him or her about the institution's goals, aspirations and needs in a way that will encourage her or him to invest in the institution by making a gift.

•D•

Deferred Gifts: See estate and planned gifts.

Development: Any and all professional activities that support fundraising for a not-for-profit institution.

Donor: An individual, corporation or foundation that makes contributions to a not-for-profit institution or organization.

Donor Recognition Events: Typically an annual luncheon, dinner or other activity focused solely on the process of thanking donors for their support. Government regulations govern benefits that donors may receive in exchange for a gift.

•E•

Endowment: A pool of funds, invested on behalf of a college or university, which exists to fund the future needs of the institution, whether it be for operating dollars or support for specific projects, such as an endowed fund to support maintenance of a building or scholarships.

Estate Gifts: Similar to bequests in that they are made following the death of a donor and from the assets remaining in the donor's estate following probate.

•F•

Fundraising: The process of raising monetary gifts from a prospect.

Fundraisers: Activities designed and implemented for the purpose of raising funds, for example, sales of t-shirts, mugs, etc., and dinners or other events for which entry requires that the participant pay a fee.

•G•

Gift: A contribution of time, talent or resources (typically money) made to an institution with no expectation of receiving a benefit in return.

•I•

Incentive: Identifying and articulating for a donor the reasons to give.

Identification: The process of determining, through research or personal contact, whether a suspect has sufficient financial resources and interest in the institution to be considered a prospect.

Interest: Creating and articulating opportunities to inform the prospect about your programs and in turn to learn more about a donor's goals and dreams. To foster in the donor a desire to make a gift, by engaging them in activities related to the college or university.

Involvement: Engaging a prospect in the life of your institution by reading publications, visiting with institutional representatives, or volunteering for the institution. Involvement may take place in or around the donor's home if she or he lives at a distance from campus. Involvement is likely to be most effective if a donor is engaged in some activity on campus at least once during the cultivation process.

Investment: When a donor decides to make a gift that will enable a program or project to be created or to evolve in new ways, he or she is investing in the institution. While this form of investment may involve the donor receiving the benefit of knowing that a gift has made a difference, the donor should not be led to believe that she or he will receive any specific monetary or non monetary benefits in return for making a gift.

•M•

Move: Each action during the cultivation of a prospect to become a donor.

Moves Management: A process of keeping track of all prospect/donor contacts made by staff in pursuit of a gift.

•N•

Net Worth: The total assets owned by an individual, minus his or her liabilities.

•P•

Planned Gifts: A "form of gift legally provided for by a contributor during his or her own lifetime. Cash or assets in the form of stock certificates or other real or personal property are relinquished by the contributor to make a gift as a trust, contract or gift annuity. The principal benefit of the gift is not available to the organization until some future date." (Brain in Rosso, 1991, pp. 96–97)

Proposal: A written document shared with a prospect when she or he is solicited to make a gift. The proposal can provide a brief summary of the case statement and specifically outlines the amount of support being requested, the specific fund or project to be supported (a building, the annual fund, etc.), and the amount of time over which the commitment is to be paid.

Prospect: "Those individuals, corporations and foundations who appear to be potential donors." (Mixer, 1993, p. 4).

Prospect Identification: Process of determining via research, personal visits, or peer screening whether an individual, corporation, or foundation has the capacity and willingness to make a gift to an institution.

Prospect Management: The process of determining which members of the fundraising staff will work with a specific prospect. If multiple members of the staff have contact with a prospect, it is the process of ensuring that all staff are aware of and conversing about multiple agendas and contacts with the prospect.

Prospect Profile: A document that briefly summarizes the prospect's educational and career history, previous involvement with the institution and other pertinent information. Profiles may also contain information about a prospect's financial circumstances, providing information about the size of the gift that the donor may be capable of making.

•Q•

Quid Pro Quo: Receiving a benefit(s) in return for a contribution. If there is an equal exchange of goods or services for a contribution, no gift has been made or can be deducted from a donor's income taxes. Laws govern the dollar amount of gifts to be given to donors in recognition of their contributions.

•S•

Solicitation: Asking a prospect for a gift. May take place via a letter, phone call or personal visit. Solicitation of major gifts typically involves submitting a written proposal to the donor.

Special Gifts: A designation that varies from institution to institution the definition of which is typically based on the size of a gift. Special gifts are those that are more than the amount of the largest annual gift, but less than the amount of the typical major or planned gift. For example, if the top annual fund gift is typically $25,000 and a major gift is $100,000 or more, a special gift would be one in the range of $25,000 to $100,000.

Sponsorships: A corporation may sponsor an event, such as a lecture series, by providing financial support to pay the honoraria of speakers. The corporation expects to receive public recognition in return for the contribution made (for example, naming the lecture series for the sponsor, placing the sponsor's name and logo on the program for the series, and so on). Sponsorships are not gifts for tax purposes as there is a benefit given in return for the contribution made.

Stewardship: A planned thoughtful process of showing appreciation for a contribution, which is designed to build a continuing relationship with a donor. Stewardship may include, but is not limited to, sending letters of thanks, providing recognition for a gift via press releases or feature articles in campus magazines, and donor recognition events.

Stock Gifts: Gifts made by transferring highly appreciated stock to the ownership of the institution, which then typically sells the stock and uses the proceeds to fund the project selected by the donor. Highly appreciated stock is stock bought for a small sum, say $2.00 per share, that is now worth $200 per share. Donors who contribute highly appreciated stock avoid paying capital gains when the stock is sold and often receive a tax benefit for making a charitable contribution.

Suspect: An individual, corporation, or foundation believed to be capable of and inclined to make a gift to a college or university. Suspects move to prospect status following research and/or personal visits with staff.

•U•

Ultimate Gift: The final, and typcially largest, gift made by a donor to an institution. Ultimate gifts are typically made through a donor's estate.

References

Barr, M.J., Desler, M.K., & Associates. (2000). *The handbook of student affairs administration* (2nd ed.). San Francisco: Jossey-Bass.

Kaplan, A. (Ed.). (1999). *Giving USA: The annual report on philanthropy for the year 1998.* Indianapolis, IN: AAFRC Trust For Philanthropy.

Mixer, J.R. (1993). *Principles of professional fundraising: Useful foundations for successful practice.* San Francisco: Jossey-Bass.

Murphy, M. K. (Ed.). (2000). *Corporate and foundation support: Strategies for Funding Education in the 21st Century.* Washington, DC: Council for the Advancement and Support of Education.

Rosso, H.A. (1991). *Achieving excellence in fundraising.* San Francisco: Jossey-Bass.

Sharpe, R.F., Sr. (1999). *Planned giving simplified: The gift, the giver, and the planner.* New York: John Wiley & Sons.

Steele, V., & Elder, S.D. (1992). *Becoming a fundraiser: The principles and practice of library development.* Chicago: American Library Association.

Sturtevant, W. T. (1997). *The artful journey: Cultivating and soliciting the major gift.* Chicago: Bonus Books.

The Foundation Center. (1999). *Foundation giving: Yearbook of facts and figures on private, corporate and community foundations.* New York: Author.

Student Affairs Development Function: Ma
Fundraising and Student Affairs Markets
Corporate and Foundation Fundraising • S
Advice from Staff Who Have Done It • T
Committee Tasks • Student Affairs Develo
Effort • Types of Fundraising and Student
Soliciting Prospects • Corporate and Foun
Development • Professional Advice from S
Job Descriptions, Committee Tasks • Stud
for a Focused Effort • Types of Fundraising
Cultivating, and Soliciting Prospects • Co
Ethics of Development • Professional Advi
Trade: Forms, Job Descriptions, Committee
Making the Case for a Focused Effort • Ty
Affairs Markets • Identifying, Cultivating,
Foundation Fundraising • Stewardship • E
Staff Who Have Done It • Tools of the Tr
Student Affairs Development Function: Ma
Fundraising and Student Affairs Markets
Corporate and Foundation Fundraising • S
Advice from Staff Who Have Done It • T
Committee Tasks • Student Affairs Develo
Effort • Types of Fundraising and Student
Soliciting Prospects • Corporate and Foun
Development • Professional Advice from S
Job Descriptions, Committee Tasks • Stud
for a Focused Effort • Types of Fund • Typ
Identifying, Cultivating, and Soliciting Pr
Stewardship • Ethics of Development • Pro
Tools of the Trade: Forms, Job Descriptions
Function: Making the Case for a Focused
Markets • Identifying, Cultivating, and So
Fundraising • Stewardship • Ethics of Dev
e Done It • Tools of the Trade: Forms,

NASPA
Student Affairs Administrators
in Higher Education

National Association of
Student Personnel Administrators
1875 Connecticut Avenue, NW, Suite 418
Washington, DC 20009-5728

ISBN 0-931654-28-9

BEST COPY AVAILABLE